Harding University
Carr College of Nursing
“Developing Nurses as Christian Servants”

Student Handbook (Undergraduate)
2019 - 2020

Founded 1975
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GRADUATION STATUTES OF LIMITATIONS

University’s Statute of Limitation for Graduation
The terms of graduation outlined in the University Catalog under which a student enrolls at Harding may be withdrawn or superseded by later requirements if the student has not graduated within four years of admission to Harding University.

Nursing’s Statute of Limitation for Graduation
Following Level I Carr College of Nursing admission, nursing courses are to be completed within four consecutive years. If a student DOES NOT graduate within four consecutive years following admission to the Carr College of Nursing, the student’s progress will be evaluated by committee and an individualized remediation plan will be developed to ensure competency and safety as a new graduate. This may include repeating courses.

HCCN Undergraduate Student Handbook
This handbook will be reviewed as necessary to inform nursing students of current University and Carr College of Nursing policies. Recommendations for change may be submitted in writing to the Dean of the Carr College of Nursing. Addendums will be added as needed between the revisions.

HCCN Undergraduate Student Handbook Revision Committee:

- Debby Nutt, Student Services Committee Chairperson
- Jeanie Burt, Assistant Professor
- Jeanne Castleberry, Director of Admissions

Revised: August 2015  Printed: August 2017
ACCREEDITION AND APPROVAL

The Harding University Carr College of Nursing’s (HCCN) Undergraduate Program is:

- accredited by the Commission on Collegiate Nursing Education, (CCNE) and
- approved by the Arkansas State Board of Nursing (ASBN).

Commission on Collegiate Nursing Education, (CCNE)
655 K Street, NW, Suite 750
Washington, DC 20001
202-887-6791
www.ccneaccreditation.org

Arkansas State Board of Nursing (ASBN)
University Tower Bldg.
1123 South University Avenue
Suite 800
Little Rock, AR 72204-1619
501-686-2700
www.arsbn.org

PROGRAM DOCUMENTS

Mission Statement

Mission of the Carr College of Nursing: “Developing Nurses as Christian Servants”

The Harding University Carr College of Nursing (HCCN) fosters a supportive environment, which challenges professional nursing students to reach their full potential. The Carr College of Nursing’s purpose is to provide a quality professional education, which leads to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

- The preparation of nurses who provide nursing care reflective of their faith and Christian service and who value lifelong intellectual growth.
- The encouragement of practice-oriented critical thinking which acknowledges dependence on God and is built upon a liberal arts foundation.
- The development of a commitment to Christian values, ethics, intellectual excellence, and undergraduate and graduate standards of professional nursing practice.
- The promotion of supportive personal and professional relationships.
- The promotion of lifelong health habits that contribute to a better quality of life physically, spiritually, psychologically, and socially.
- The emphasis of a servant-leadership lifestyle which prepares graduates who have a respect for cultures and an understanding of world missions.
Philosophy of the Carr College of Nursing

The Carr College of Nursing faculty is committed to philosophical beliefs which support the overall goal of providing quality education which leads to an understanding and philosophy of life consistent with Christian principles. Congruent with Christian values of caring, faith, and service, the faculty believes that all individuals possess dignity and worth and have equal rights of freedom and choice. As holistic beings with physical, psychological, social, and spiritual dimensions who search for a relationship with God, individuals develop values and ethical beliefs influenced by others and the Scriptures. The relationship between individuals is powerful, reciprocal, and dynamic.

The faculty further believes that individuals develop over their lifespan and are influenced by the family, culture, community, and faith. The family, whether traditional or nontraditional in structure, remains the most significant factor in the growth and development of the individual and provides the basis for learning cultural norms, values, and roles. The family is foundational to society which is also composed of groups and communities. Within this network of relationships, society shares mutual obligations with individuals to preserve and influence the health of individuals towards their highest level of wellness.

The faculty believes that health care is a basic human right. While the state of an individual’s health is the individual’s responsibility, the nurse assists the patient to optimal health and abilities. Health is a state of complete physical, psychological, social, and spiritual well-being and not merely the absence of disease or infirmity (WHO, 1947). The health state is viewed as an ever-changing process, the outcome of which can be altered by changing behaviors throughout the lifespan. Wellness and health are further defined by the individual, and as such, are recognized as primary individual responsibilities.

Faculty view nursing as an art and a science; it is a process of assessment, analysis, planning, implementation, and evaluation which utilizes a systematic approach to the provision of evidence-based nursing care. Nurses demonstrate caring by facilitating patients’ health in all dimensions when they are unable to do so effectively for themselves, alleviating suffering and practicing the art of healing. The practice of safe, holistic nursing care based upon the nursing process, requires the utilization of research, critical thinking, leadership knowledge, and Christian principles as well as the ability to communicate, the use of professional standards, and clinical competence. Professional nurses use knowledge and skills to influence and advocate for patients with health care needs to alter their lifestyles. The goal of holistic nursing care is to assist patients to achieve optimum well-being in all four dimensions or to attain a dignified death. This can be accomplished through nursing care practiced in a variety of clinical settings.
The faculty is committed to the standards and codes of professional practice. Because broad knowledge and skill levels are required to assume leadership roles in practicing professional nursing, the faculty believes entry level practice demands baccalaureate preparation integrating liberal arts, sciences, and behavioral concepts. Furthermore, the faculty believes advanced nursing practice requires the minimum of a master’s level preparation in nursing arts and sciences. The undergraduate program prepares nurses to be providers of care, coordinators of care, and active participants in the nursing profession. The graduate program prepares nurses to strengthen their area of expertise with an emphasis on the art and science of advanced nursing practice while working in multiple spheres of influence and with diverse populations.

Graduates use servant-leadership principles in their work locally and abroad as full partners with other interdisciplinary team members. These professional nurses must adapt to the ever-changing health care needs of a diverse population within a global perspective. The faculty believes, because of this adaptation need, that graduates must develop a commitment to lifelong learning and be prepared to pursue graduate study in nursing at both the master’s and doctoral levels.

The faculty further believes that student-teacher relationships are based on mutual trust with a common goal of learner success. Toward this goal, the faculty serves as role models, resource persons, and learning facilitators. As educators who are committed to excellence in teaching, scholarly activities, and community service, the faculty believes that participation in activities which enhance and further Christian service, the nursing programs, and the profession of nursing are essential.

The educational framework drives the teaching-learning process through which changes in learner behavior and lifestyle occur. The curriculum provides the learner with opportunities to use the knowledge, attitudes, and skills consistent with the practice of professional nursing. The faculty accepts responsibility for promoting professional pride and self-worth of colleagues and learners as well as preparing graduates who are concerned and committed to society’s health and welfare.
Legend: Carr College of Nursing employees are an interacting working team that collaborates through meetings, standing committees, task forces and informal communication.

- Direct Reporting

Effective: August 1, 2018
There will be student representation on four Carr College of Nursing Standing Committees:

- **Curriculum Committee** – This committee establishes and revises curriculum standards for the Carr College of Nursing. Dr. Patty Smith is the Chair and Dr. Cheryl Lee is the Co-Chair.

- **Health Missions Committee** – This committee coordinates HCCN health missions efforts locally and internationally, including trips at Spring Break and during the summer. Ms. Karen Kelley is the Chair.

- **Resources Committee** – This committee coordinates learning resource purchases and facilitates the Simmons Learning Resources Center, the nursing related textbooks, periodicals, and other resources in the Brackett Library, and other educational resources. Mrs. Lisa Engel is the Chair.

- **Student Services Committee** – This committee oversees student admission, progression, and retention, plans special programs, and writes several of the student HCCN policies. Dr. Debby Nutt is the Chair and Mrs. Jeanie Burt is the Co-chair.

- **Continuing Education** – The committee is responsible to ensure the Carr College of Nursing maintains Approved Provider status in order to offer continuing educational activities for registered nurses in compliance with the American Nurses Credentialing Center’s Commission on Accreditation (ANCC COA) and the Midwest Multistate Division (MW MSD).

The student representative participates as an active committee member. One Level I student and one Level II student will serve on each of the committees. (Terms may overlap in cases where a Level II representative will graduate in December.) At the beginning of each semester the faculty will appoint a student representative to each committee with a Level I or Level II student representative vacancy. The Level I representative will serve through the Level I and Level II years. The Level II representative will serve through the Level II semester(s). If any representative is unable to complete their expected term of service an elected representative from the appropriate class (Level I or Level II) will replace them. Any student on academic/ethical probation is not eligible to serve as a committee representative.

Only the Level II representative has voting privileges. (If two Level II class members hold membership on a committee, the student with seniority in the program retains voting privileges.) The student may make recommendations to the faculty on a wide range of subjects relating to both the nursing curriculum and to student needs related to the program. The student involvement on committees exists to facilitate planning and evaluating the nursing program, writing policies, determining curriculum needs, problem solving, and serving as a liaison between students and faculty.

Class representatives must be willing to serve as active committee members. It is the responsibility of each representative to report significant committee activity to the class in a timely manner (including, but not limited to, after each meeting) and to report student feedback, ideas, and matters of importance to the appropriate committee. Student representation on faculty committees is a mechanism to provide the students with an opportunity to participate in the governance of the Carr College of Nursing. Attendance at faculty standing committee meetings is mandatory. Student representatives should have the time to serve on the committee and
represent the classes’ views. If a member misses two consecutive regularly scheduled meetings, another representative will be appointed. Student representatives should notify the committee chairperson(s) prior to missing a meeting if that situation arises.

**NURSING ORGANIZATIONS**

Nursing students have the opportunity to become a member of the *Harding Nursing Student Association (HNSA)* which is the local organization of the *Arkansas Nursing Students’ Association (ANSA)* and the *National Student Nurses’ Association (NSNA)*. Also the *Epsilon Omicron Chapter of Sigma Theta Tau International (STTI)*, a nursing honor society, offers membership to students who meet the organization’s criteria.

**Harding Nursing Student Association (HNSA)**

The Harding Nursing Student Association (HNSA) consists of nursing and pre-nursing students. Students work closely with elected faculty advisors. Active membership of all students is encouraged. Meetings are held monthly. The HNSA has a cabinet of officers consisting of a President, 1st and 2nd Vice Presidents, Secretary, Treasurer, Historian, Newsletter Correspondents, Service Project Director, Legislative Chair, Breakthrough to Nursing Director, and Fundraising Co-Chairs. The purposes of the organization are to inform the nursing students of current health care issues and to socialize them to the role of the professional nurse. The Harding Nursing Student Association and the Arkansas Nursing Students’ Association (ANSA) work with the National Student Nurses’ Association (NSNA) to initiate, change, and maintain quality in health care and a better state of living for all individuals through projects, legislation, and individual responsibility. HNSA members have opportunities to attend and serve as delegates to the ANSA and NSNA annual conventions.

**Epsilon Omicron Chapter Sigma Theta Tau International (STTI): An Honor Society**

The Harding University Honor Society of Nursing, established in 1976, became the Epsilon Omicron Chapter of Sigma Theta Tau International in 1981. Sigma Theta Tau International is an international nursing honor society recognizing excellence in nursing practice, leadership, academic achievement, and research efforts of nurses. An annual induction is held for qualified nursing students who have maintained a high scholastic average and have demonstrated outstanding achievement in nursing. Community nurse leaders, with a minimum of a baccalaureate degree, who have demonstrated marked achievement in nursing, are also eligible for membership.

To be eligible for invitation into the chapter, nursing students are to:

- Be members of the Level II nursing class of Harding University, having completed at least one half of the upper-level nursing curriculum.
- Have a minimum cumulative grade point average of 3.0.
- Be ranked in the upper 35% of their graduating class.
- Be in good academic standing with the Carr College of Nursing and Harding University.
PROGRAM ASSESSMENT AND EVALUATION

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

Faculty and Course Evaluation

Evaluation is an integral part of Harding's nursing program. Every semester students are asked to complete online evaluations of their faculty and courses for that semester. These evaluations are administered online through the HU Office of Testing and Assessment. The results are discussed between the Dean and the faculty member at the faculty’s annual performance review. Students are asked to complete clinical evaluations at the end of every clinical portion of a course. These results are considered when making course/clinical revisions. In addition, the results are used along with several other sources of information related to faculty performance, to determine faculty rank, promotion, and awards. The clinical evaluations are summarized at the end of the course by the faculty coordinating the course and then shared with the Curriculum Committee when considering course revisions. Students also complete clinical agency evaluations for the Carr College of Nursing and for clinical agencies when requested.

Student Evaluation

The Carr College of Nursing is dedicated to compilation and analysis of assessment data for the purpose of evaluating student learning and achievement. In addition to compliance with the Higher Learning Commission, the Carr College of Nursing adheres to the assessment standards established by the Accreditation Commission for Education in Nursing, Inc. and the Arkansas State Board of Nursing. Program evaluation, as well as a need to document compliance with these standards, stimulated formation of a comprehensive Systematic Evaluation Plan by the Carr College of Nursing. Outcome data generate information for program enhancement.

The faculty believes evaluation is a necessary component of the learning process. Students are held responsible for meeting course student learning outcomes and evaluation criteria as stated in the course syllabus. Students are expected to contribute data to the written and verbal evaluations. Final evaluation decisions are the responsibility of the faculty.
All students will receive on-going evaluation of progress both verbally and in writing throughout each semester. Final clinical conferences are required in all clinical courses (including NURS 3000) during both the Level I and Level II years. Additional evaluation sessions are scheduled as the student or faculty finds necessary.

Special learning contracts at the suggestion of the faculty or student may be instituted if one or more specific course student learning outcomes are not being met. Contracts are learning modalities designed to assist the student with more specific means to complete their course student learning outcomes. Contracts should be written by the joint effort of both the faculty and student. Special contracts cannot exceed the boundaries of the course in time or scope.

COMMUNICATION

Professional Communication

- Communication is shaped by Godly principles and the ANA Professional Code of Conduct (The Code) as well as state and federal laws and professional expectations. Specifically, The Code addresses respect for human dignity, confidentiality, relationships with colleagues and others, collaboration, and professional boundaries in a nurse’s communication. Professional Boundaries: The nurse, within the professional role, recognizes and maintains boundaries that establish appropriate limits to relationships. The profession of nursing has a personal component and relationships with patients and colleagues differ from those that are personal, such as friendships. The nurse, working in close concert with others under stressful conditions, finds that potential exists for blurring of limits to professional relationships. In all encounters, nurses are responsible for maintaining professional boundaries. See the National Council of State Boards of Nursing (NCSBN) website for information related to Professional Boundaries and Social Media (www.ncsbn.org/professional-boundaries.htm).

- Social Media: See White Paper: A Nurse’s Guide to the Use of Social Media (www.ncsbn.org/social_media.pdf) The student is expected to communicate in a professional, responsible, and respectful manner and maintain professional boundaries in all avenues of communication, including online social networking websites (Facebook, Twitter, Blogs, etc.). This includes patients, staff, families, and other vulnerable populations encountered during mission trips/activities. Inappropriate use of social media may include pictures, positive comments, and negative comments/references. Discussion of patients or clinical situations whether specific or vague, can have far-reaching effects. The patient/family, coworkers, the clinical agency, the Harding University Carr College of Nursing, Harding University, and the student can all suffer damage from inappropriate communication. Violations are subject to clinical policies and HIPAA Law. See HIPAA policy in HCCN Undergraduate Student Handbook. Violations may also affect a nurse’s ability to obtain and maintain nursing licensure. In certain situations, legal proceedings may be pursued by clinical agencies, patients, or others who believed that they were harmed by violations of these strictly enforced rules and procedures. Students must follow all clinical agency guidelines pertaining to professional communication.

- The nurse safeguards the patient’s right to privacy.
• The nurse has a professional and legal duty to maintain confidentiality of all patient information.
• Collaboration, separate from cooperation, is the concerted effort to attain a shared goal – that maintains quality and safe patient care.
• Effective nursing care is accomplished through the interdependence of nurses in various roles – teachers, students, administrators, managers, support staff, researchers, and leaders. Nurses in all roles share responsibility for the outcomes of nursing care.

In the learning environment, these excerpts apply to learning relationships. The student, maturing as a nurse, learns and refines the use of these concepts in classrooms, clinical areas and through relationships with faculty and peers. All elements of professional communication apply to the learning environment.

Professional Lines of Communication

Professional communication between administration, faculty, and students is essential. Most communication between faculty and students will occur in the classroom and clinical settings. However, there is a large percentage of information that must be communicated outside those settings in order to preserve class and clinical time for meeting course student learning outcomes. Maintain open lines of communication with HCCN student committee representatives. Give your representatives information to be brought before the appropriate committee (Curriculum, Resources, Student Services, and Health Missions). Student suggestions and input are welcome. Please give suggestions to the Assistant Dean of Student Affairs by personal communication or email. The Carr College of Nursing strives to improve the quality of our program and student satisfaction.

Nursing students are to communicate professionally and follow professional lines of communication while using Biblical principles. Issues between students and students, or students and faculty, are expected to be first resolved between the people involved. If the two people involved need a third person to facilitate communication, the lines of communication to follow are:

- a faculty member when there is a student-student problem
- the Assistant Dean of Student Affairs when there is a student-faculty problem or a student-student problem
- lastly, the Dean of the Carr College of Nursing.

Refer to the Academic Grievance Procedure delineated in the Harding University Catalog online (see Undergraduate: Conduct and Ethics) for formal resolution of a grievance problem.

Student Professional Communication Responsibilities

It is the student's responsibility to check communication avenues daily to obtain important information. Students are accountable for all information announced and/or handed out in class/clinical, sent through campus mail and e-mail (Student’s Harding email address is HU’s official method of communication), posted on Canvas course sites and posted on the bulletin boards.
Name and Address Changes

Students are responsible for notifying the Director of Admissions in the Carr College of Nursing in person if there is a name and/or address change while enrolled in the nursing program. Name changes are particularly important to report when applying for licensure. HCCN must have current contact information for each student (including Christmas breaks and summer) which includes:

- Name and Previous Name
- Mailing address
- Physical address
- Email address
- Local phone number and/or cell phone number and
- Emergency contact information

Students are encouraged to keep the Carr College of Nursing and Alumni Office informed of current addresses and name changes following graduation. Boards of Nursing require that addresses and name changes are current at all times.

Contacting Faculty

Students may leave voice messages for faculty via their office telephone or leave messages for faculty with the Office Manager. Students may also contact faculty via email or other electronic methods. All faculty have posted office hours for meeting with students. The students are to schedule appointments directly with the faculty. Individual faculty will notify their students of the most efficient way to contact them during their course.

Faculty Titles

Students are to refer to all faculty, including clinical associates, and staff by the title of Miss, Mrs., Mr., or Dr., in teaching-related situations, including written communication. This reflects the University's general policy.

Emergency Contact

If an emergency arises outside the regular office hours, faculty members can be reached at home. It is recommended that students be considerate of faculty private time and call faculty at a reasonable hour such as before 9:00 p.m. in the evening. Most contact with faculty should be accomplished during faculty office hours in the Carr College of Nursing.

Dean’s Newsletter

The Dean of Nursing publishes a brief newsletter periodically. These newsletters are distributed electronically. The newsletter often contains important information of concern to nursing students.
Campus Mail
Each student is encouraged to obtain a campus mailbox in the Student Center. Students living off-campus will find this a convenient and inexpensive way to receive/send written materials on campus.

E-mail
Each student is encouraged to use their Harding University e-mail address or provide the faculty with the e-mail address they use. The student’s Harding email address is HU’s official method of communication. Students are accountable for information sent via individual and course e-mail networks.

Checking Email during Holidays and Summer
This is especially important during the summer and Christmas breaks. Types of information communicated by email consist of clinical times, TB/CPR certification expiration dates, course schedules, etc.

Canvas
Each student is responsible for HCCN program/course information via Canvas (see course syllabus).

Bulletin Boards
Information is posted on bulletin boards outside of the Simmons Laboratory of the Learning Resources Center. Students who wish to make announcements on the bulletin boards should submit the announcement(s) in writing to the Director of Admissions. Announcements posted on the bulletin board without following this format will be removed without warning.

APA: Official Writing Style Manual
All formal papers must be completed using the *Publication Manual of the American Psychological Association (APA)* (6th edition), which may be purchased from the Harding University Bookstore.

Copyright Laws
Under a federal copyright law (Public Law 94-533, October 19, 1976) almost all literary, artistic, or other products of a creative nature may be registered for protection with the Copyright Office of the Library of Congress. Such diverse products as books, maps, poetry, newspapers, plays, lectures, sermons, melodies, paintings, photographs, sculpture, motion picture films, videotapes, and sound recordings, or materials off the Internet, etc., may be covered by an exclusive copyright. Before copying material for classroom use, students are urged to see federal guidelines available in the Dean's office, Media Center, or Brackett Library.
INTEGRITY AND ETHICAL EXPECTATIONS

National Student Nurses’ Association (NSNA)
Code of Academic and Clinical Conduct

Preamble
Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person. The code below was adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001.

A Code for Nursing Students
As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all patients.
3. Take appropriate action to ensure the safety of patients, self, and others.
4. Provide care for the patient in a timely, compassionate and professional manner.
5. Communicate patient care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of patient care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the patient, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and proper authorizations are obtained from patients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations per school grievance policy.

**American Nurses Association (ANA) Code of Ethics for Nurses (Professional Code of Conduct)**

The Carr College of Nursing faculty supports Biblical teachings and the ANA’s professional code of conduct. These are reinforced in all nursing courses. The code of conduct is as follows:

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person

2. The nurse’s primary commitment is to the patient, whether an individual, family, group, or population.

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and to continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Student Rights and Responsibilities

The Harding University Carr College of Nursing operates within applicable federal and state laws regarding student rights and responsibilities. The mission and philosophy of the HCCN reflect the faculty’s commitment to fostering a supportive learning environment and challenging professional nursing students to achieve their full potential, all within a framework consistent with Christian ideals.

Specific information regarding student rights and responsibilities may be found in the HU Catalog, the HU Student Handbook, the HCCN Undergraduate Student Handbook, and the National Student Nurses’ Association online publications and resources. (See www.nsna.org/publications/billofrights.aspx).

In addition, HCCN students are responsible for:

1. Complying with requirements of the policies, procedures, and other guidelines in the HCCN Undergraduate Student Handbook, HU catalog, HU Student Handbook.
2. Preparing for (as outlined in HU Catalog and course syllabi) and attending all classes and clinicals.
3. Attending all scheduled learning experiences (transition/orientation, classroom and clinical, including simulations. (see Attendance Policy).
4. Seeking faculty guidance, advice, and direction when they encounter a personal problem which may affect their academic achievement. Students are also responsible for contacting appropriate faculty members when they experience difficulty with the content material of a course or when uncertain about course student learning outcomes, faculty’s expectations, or deadlines. Students are accountable for any electronic problems (computer or printer malfunctions). Therefore, it is essential to save written work to an external storage device.
5. Meeting with academic advisor and faculty mentor each semester and registering for those courses for which they are qualified in accordance with Harding University Catalog policies.
6. Following the ANA Code of Ethics and complying with the ANA Standards of Practice and the Arkansas State Board of Nursing Rules and Regulations regarding professional conduct during their learning experiences in the Carr College of Nursing and as a professional nurse.
7. Being kind and courteous and displaying civility and Christian behavior to faculty, peers, and fellow health care associates.
8. Working effectively in large and small groups with a spirit of cooperation and collegiality.
9. Providing safe quality nursing care for patients while enrolled in the Carr College of Nursing.
10. Incorporating National Patient Safety Goals into clinical experiences as appropriate for each clinical agency/learning situation (see www.jointcommission.org).
11. Showing appropriate respect for those in authority over him/her and following proper channels of authority when encountering any type of problem. (Procedures for resolving grievances while pursuing the appropriate lines of authority are contained within the Harding University Catalog. Students are expected to read and follow the Harding University Student Handbook and the Harding University Catalog throughout the program.)
12. Maintaining the highest standards of morality, integrity, orderliness, and personal honor.
HCCN Code of Conduct and Academic Integrity Policy

The Harding University Carr College of Nursing supports Biblical principles regarding integrity and upholds the American Nurses Association Code of Ethics for Nurses which states: See current ANA Code of Ethics.

The faculty believes patients deserve the best nursing care by nurses who adhere to professional standards of conduct. Many state laws mandate faculty to certify that graduates meet the state's legal and ethical requirements. Students are referred to and are expected to abide by the University Code of Conduct, the University Academic Integrity Policy; the ANA Code for Nurses, the NSNA Code for Students, NSNA Code of Professional Conduct and the HCCN Code of Academic Conduct, and are expected to maintain the highest standards of morality, integrity, orderliness, and personal honor.

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your faculty, we pledge that we will strive for honesty and integrity in how we handle the content of our courses and in how we interact with each of you. We ask that you join us in pledging to do the same.

Students are expected to display honesty and integrity in classroom, clinical, and skills lab learning experiences. They are expected to adhere to the ANA Code for Nurses and Standards of Care (see online HCCN Policies and Procedures) as well as to Harding University integrity principles and policies regarding academic conduct.

It is important to understand that a student who willfully commits a dishonorable/dishonest act has chosen to live directly in conflict with Christian principles, with other students, and with the profession. When a student is dishonest in the clinical setting (i.e. falsifies or steals data, breaches confidentiality in papers and care plans/concept maps, or etc.), or violates malpractice/negligence laws and the clinical practice setting’s standards, including the ethical codes for nursing practice, these laws or policies may take precedence over the Carr College of Nursing guidelines for disciplinary actions related to misconduct. Also, when one knows of a peer’s dishonesty/actions such as taking drugs from the patient’s medications, falsifying data on patient records, or etc., one could be treated as an accessory to the incident. In some instances, those acts are violations of laws which have punishments that may limit or prohibit practicing nursing. Students enrolled in the courses in the Carr College of Nursing are bound by HU’s Integrity Principle, University Codes of Academic Conduct, and HCCN Codes of Academic Conduct as well as nursing’s Professional Codes of Conduct and Standards of Care.

All acts of dishonesty in any academic work constitute academic misconduct. This includes but is not necessarily limited to: cheating, plagiarism, fabrication, aiding and abetting academic dishonesty, conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience, and disruptive use or abuse of electronic devices in the classroom (see HU Code of Conduct and Academic Integrity Policy and Classroom Behavior Guidelines).

Academic dishonesty will be reported to the Assistant Dean of Student Affairs and Dean of the Carr College of Nursing and the Associate Provost. All instances of dishonesty will be handled according to the procedures delineated in the Harding University Catalog.
Harding University Integrity Principle

- **Honesty**: Using only authorized collaboration, information and study aids for assignments and testing. Being completely truthful in all academic endeavors.

- **Authenticity**: Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.

- **Accountability**: Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

Resolution of Academic Misconduct

Incidents of alleged academic misconduct shall be resolved according to the process published through the Office of the Provost (www.harding.edu/provost).

(Note: Adjunct faculty must consult with their course coordinator throughout the process and must include a full-time faculty member who is not a member of the Academic Misconduct Committee in all meetings with the student.)

Following discovery of the suspected academic misconduct, the faculty or staff member shall meet with the student in a timely manner to discuss the allegation. (In extenuating circumstances, this contact may be by phone or email.) The faculty member may instruct the student to leave the classroom or clinical setting (if appropriate). The faculty member will also notify the course coordinator at this time.

Types and Definitions of Offenses

a. **Cheating**: Use or attempted use of unauthorized materials, information or study aids in any academic exercise. Such infractions include, but are not limited to, the following:
   a. Using or having access to materials not authorized by the faculty member for completion of a quiz or test or to assist others to do so, such as hidden notes, recording devices, cell phones, cameras, text messages, wands, computers, or other electronic devices.
   b. Copying from another student during a quiz or test.
   c. Copying or submitting another student’s assignment or project.
   d. Obtaining answers to quizzes and tests, including those provided online and out-of-class.
   e. Invading or attempting to invade the administrative security maintained for the preparation and storage of examinations.

b. **Plagiarism**: Representing the words, ideas, or data of another as one’s own in any academic exercise. Plagiarism is a type of stealing, whether done deliberately or by mistake. Such violations include, but are not limited to, the following:
   a. Purchasing a paper from an electronic source or other entity.
   b. Downloading a partial document or an entire document from the Internet or other sources and submitting it as one’s own or allowing someone else (including tutors) to write, or significantly rewrite, a document and then submitting it as one’s own.
   c. Using ideas, paraphrases and/or direct quotes, pictures, and/or PowerPoint slides or diagrams from a source without clear documentation of that source, including faculty presentations or handouts from/in class or online.
d. Recycling a paper from a concurrent class or a class that was previously taken in high school or college without the permission of the faculty member to do so.

e. Copying verbatim from a source without using quotation marks, even if the source has been cited.

f. Copying, in part or in whole, from a print source, media broadcast or recording, or the Internet or other electronic media without proper acknowledgement of the source.

g. Copying another person’s sentence style and structure, key words, organizational plan, or unique words or ideas without proper documentation.

c. Fabrication: Falsification or unauthorized invention of any information or citation in an academic exercise. Such misconduct includes, but is not limited to, the following:

a. Taking a course, test, or quiz for another student or sharing login and password information.

b. Fabricating source information within an assigned paper and/or on the works cited page.

c. Fabricating lab or research information or data on a care plan/concept map.

d. Submitting collaborative and/or group work as one’s own, unless the faculty member has given permission for students to do so.

e. Completing another student’s class assignment for the student.

f. Collaborating on out-of-class assignments with students, professors, family members and/or friends when the faculty member intended for students to work independently.

g. Claiming to have attended an assigned function, such as a service activity, a performance, a job interview, a home visit, a symposium, an observation, or a lecture without having attended the function or performed the actual service.

h. Lying to a University employee about assignments, attendance, illnesses, or absences.

i. Making unauthorized use of University letterhead.

j. Forging a signature for academic purposes.

k. Attempting to change an assigned grade or other information on any official University document, data source, or electronic item.

l. Falsifying information on the HCCN Functional Abilities Form, Health Forms, or Admission Forms.

d. Aiding and abetting academic dishonesty: Intentionally helping or attempting to help another student commit an act of academic dishonesty. Such misconduct includes, but is not limited to, the following:

a. Allowing another student to copy one’s work and to submit the work as his or her own.

b. Stealing an exam or quiz from a faculty member or copying a test or quiz and/or sharing it with other students.

c. Sharing test questions with another student who has not taken the test.

d. Giving answers to quizzes and tests, including those provided online and out-of-class.

e. Sharing test results in a non-proctored test environment in which an honor code is imposed.

f. Failing to challenge dishonest conduct witnessed in other students.

g. Failing to report a known violation of the professional code. [In the nursing profession, graduates are required by law and employer policy to report code violations and some law violations.]
e. **Conduct unbecoming a professional while participating in a class, practicum, internship, field experience, or any similar academic experience.** Such academic misconduct includes, but is not limited to, the following:

   a. Identifying oneself as a Harding student in off-campus locations for unauthorized academic, professional, or personal gain (for example, using a nursing student ID badge to gain access to a hospital area for non-educational purposes).
   
   b. Violating the legally protected privacy or confidentiality of employees or patients in learning environments. (For example, the Health Insurance Portability and Accountability Act (HIPAA), inappropriate communication using online social networking websites, etc.) *Recording anyone without their permission (e.g. faculty, student, guest presenter, patient) is an ethical violation.*
   
   c. Disregarding policies of work environments in which learning occurs, including agency, state, national, and federal guidelines.
   
   d. Acting in a manner that violates course policies or policies of the academic division.
   
   e. Delegating without permission of the clinical faculty.
   
   f. Failing to notify the clinical faculty immediately of any clinical error so that steps can be taken to prevent harm to the patient.
   
   g. Being dishonest or untruthful when documenting data on care plans/concept maps, journals, when documenting in the patient’s chart (including electronic records), and when giving verbal or written reports regarding patient care.

f. **Theft, abuse, hoarding, possessing and/or transmitting, or concealment of academic property.**

   Academic property includes, but is not limited to, the following:
   
   a. Library resources and materials
   
   b. Laboratory equipment and supplies
   
   c. Departmental or class resources
   
   d. Tests and quizzes, including those provided online and out-of-class

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**Health Insurance Portability and Accountability Act (HIPAA)**

Effective 2003, the federal government passed legislation to protect the privacy of people using health care facilities and resources. The law is known as the Health Insurance Portability and Accountability Act (HIPAA) and it requires, for nursing students, confidentiality in all patient matters. HIPAA privacy rules and regulations are intended to ensure protection of personal medical information. This includes verbal, recorded, written, or electronic information or imaging. Violation penalties can range from civil/criminal penalties of $100,000 to $250,000, imprisonment, as well as possible dismissal from the Carr College of Nursing. The Carr College of Nursing has a signed agreement with each clinical agency specifying the agency’s student requirements specific to HIPAA. Clinical faculty will discuss the specifics at orientation sessions to the clinical courses and to the agencies. Clinical agencies require students to sign a confidentiality agreement prior to participating in clinical experiences in the agency. Violations of HIPAA are also subject to Harding University policies and clinical agency policies.
HIPAA Violations Policy

In compliance with clinical agency guidelines and policies designed to promote patient privacy in the clinical setting, the Carr College of Nursing requires that any student participating in clinical experiences be educated in HIPAA prior to beginning rotations. HCCN has a legal and ethical obligation to administer discipline whenever a HIPAA policy is broken. In the event a violation should occur, faculty will take the following steps to ensure the discipline is consistent and fairly applied to all students.

The Carr College of Nursing incorporates a progressive disciplined approach to violations of protected health information (PHI). Disciplinary action will be based on the level of the violation and considered with other mitigating or aggravating factors.

A. Level One: Unintentional Violation or Carelessness. A Level One Violation occurs when a student unintentionally or carelessly discloses confidential information to one who does not have a legitimate need to know the information, or uses patient data that may lead a reviewer to identify a patient.

I. Examples of a Level One Violation may include, but are not limited to:
   a. Discussing patient information in a public area or submitting patient information on a student assignment without taking reasonable measures to protect the PHI.
   b. Using patient information on papers or assignments without taking reasonable measures to protect the PHI.
   c. Unintentionally accessing a patient’s medical record using your assigned password at clinical or during off hours in which there is no clinical-related need for such access.
   d. Failing to lock a computer screen when at a workstation or leaving a laptop unattended or failing to appropriately log off of organizational information system.
   e. Carelessly handling usernames and passwords.

II. Disciplinary action Level One:
   a. A Level One violation will be addressed according to the progressive discipline chart. A Level One Violation will be handled as a level one sanction. However, a Level One Violation may result in a Level Two or Level Three depending on aggravating factors.
   b. Aggravating factors consider the magnitude of the risk created, the harm that occurred to the affected patient or clinical entity, the ability to know or understand the HIPAA policy was being violated, prior violations or other disciplinary actions previously or concurrently imposed, and willingness to cooperate with faculty.
   c. Mitigating factors for a Level One Violation may include violations that occur as a result of trying to help a patient or institution, no previous violations as a Level One, assisting with investigation, and/or the student could not have known (or reasonably could not have known) the applicable policy.
B. **Level Two: Intentional or Purposeful Violation or Curiosity/Concern.** A Level Two violation occurs when a student intentionally or purposefully access, uses, reviews and/or discloses confidential information that is unauthorized or for purposes other than clinical application.

I. Examples of Level Two Violations include, but are not limited to:
   a. Sharing a computer password with another person or using a password that belongs to someone else.
   b. Failure to use media control standards and using unapproved devices in the organization’s network. (Jump drives, flash drives, PDAs, Smart phones, etc or any device or use of designated as inappropriate by the course or facility).
   c. Sharing patient information with individuals who do not have a purpose or identified need to know.
   d. Intentionally or purposefully posting or allowing to be posted on the internet and social media PHI or related to a particular patient in violation of organization policies for personal reasons.
   e. Intentionally accessing any patient’s record without clinical related reason, including searching for the existence of patient records.
   f. A second Level One Violation

II. Disciplinary action Level Two
   a. A Level Two violation will be addressed according to the progressive discipline chart. A Level Two Violation will be handled as a Level II Sanction. However, a Level Two Violation may result in a Level III sanction depending on aggravating factors.
   b. Aggravating and mitigating factors may be considered for review of disciplinary action.

C. **Level Three: Violation for Personal Gain or Malice or Acts of Gross Misconduct.** A Level Two Violation occurs when a student intentionally or purposefully access, uses, reviews and/or discloses confidential information that is unauthorized or for purposes other than clinical application.

I. Examples of Level Three Violations include, but are not limited to:
   a. Inappropriately using PHI for personal gain.
   b. Repeating a Level Two offense, with or without intention and/or without purpose related to clinical.
   c. Falsifying or altering patient information.
   d. Obtaining PHI under false representation.
   e. Handling PHI with gross negligence.
II. Disciplinary action
   a. A level three violation is grounds for a Class B sanction at the University level unless extenuating circumstances are identified and reasonable.

Progressive discipline chart

I. Level I Sanction. Student will receive a zero for the assignment or for the clinical day. Student will meet with course coordinator to review the violation and will have a conference record placed in the student’s chart.

II. Level II Sanction. Faculty will follow the University outline for violation of academic misconduct and the student will receive a Class A or Class B Sanction from the University.

III. Level III Sanction. Faculty will follow the University outline for violation of academic misconduct and will receive a Class A or Class B Sanction from the University. (Note: a second Class A Sanction will result in an automatic Class B sanction).
ACADEMIC ADVISING

Pre-nursing Students
- Pre-nursing students are advised by the Director of Admissions.
- Contact the Director of Admissions through online calendar (jcastleberry@harding.edu) a month before advising begins.
- A “Degree Evaluation” must be completed and filed with the Registrar when a student has completed 50 hours and prior to completing 60 hours.
  - Students must meet with their advisor to complete this audit.
  - This evaluation must be on file before the student can register for the following semester.

Nursing Students
- Each nursing student has an assigned faculty mentor once entering the HCCN program.
- While registration is done online, it is the student’s responsibility to meet with the Director of Admissions at least once each semester to ensure that the student is meeting requirements for remaining in the nursing program, and that the student is progressing satisfactorily towards graduation.
- Each nursing student should bring their current degree evaluation to their advisor each semester while in the HCCN.
- The student is responsible for meeting all University and HCCN requirements for graduation.

Faculty Mentors
- The faculty mentor is available to the student at regularly scheduled office hours to discuss any academic questions or concerns. These hours are posted outside the faculty offices.
- The faculty advisor may be contacted in a variety of ways, including face-to-face contact, telephone calls, voice messages, email, and notes.

Online Scheduler
- The University has an online scheduler program to facilitate registration for classes.
Curriculum Strands with Definitions

The Carr College of Nursing curriculum has eight strands (listed below) integrated into every course. Student progress is evaluated based on increasing abilities to demonstrate competence within each area.

<table>
<thead>
<tr>
<th>Strands</th>
<th>Definitions</th>
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<tbody>
<tr>
<td>Nursing Process</td>
<td>An orderly, systematic manner of determining the patient's health and nursing diagnoses, specifying nursing interventions, making plans to meet health concerns, initiating and implementing the plan and evaluating the extent to which the plan was effective in promoting optimum wellness and resolving the identified concerns.</td>
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<tr>
<td>Research</td>
<td>Systematic inquiry that uses orderly scientific methods to answer questions or solve problems.</td>
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<tr>
<td>Critical Thinking</td>
<td>An intellectually disciplined process used to make clinical judgments and decisions relevant to nursing problems.</td>
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<tr>
<td>Communication</td>
<td>Giving and receiving information using verbal, nonverbal and written skills to ensure quality patient care and to foster supportive and professional relationships.</td>
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<tr>
<td>Leadership</td>
<td><strong>Leader role:</strong> The nurse, through the interpersonal process, seeks to influence others to accomplish tasks and shape the future. Leadership takes place in interaction, not in isolation. <strong>Follower role:</strong> The nurse in service to another has the capacity and willingness to follow a leader. <strong>Care giver:</strong> A provider of health care. <strong>Change agent:</strong> The nurse, using knowledge of change, ethically seeks to modify the present situation for the purpose of improving the patient's health, an organization's effectiveness or the profession's development. <strong>Patient advocate:</strong> The nurse maintains a safe environment, helps prevent injury, and protects the patient from possible adverse effects related to treatments. The nurse also protects the patient's human and legal rights and assists him or her in asserting those rights if the need arises.</td>
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<tr>
<td>Teaching-Learning</td>
<td><strong>Teaching/learning principles:</strong> Fundamental educational doctrines which nurses utilize to enhance learner's acquisition of skills and/or knowledge. <strong>Principles:</strong> Comprehensive, fundamental laws, doctrines or assumptions.</td>
</tr>
<tr>
<td>Christian Principles</td>
<td><strong>Christian Principles:</strong> Fundamental laws adhered to by followers of Christ. <strong>Professional ethics:</strong> ANA's CODE OF ETHICS FOR NURSES with Interpretive Statements (2015). <strong>Professional standards:</strong> ANA's Standards of Nursing Practice and JCAHO Nursing Care Standards. <strong>Accountability:</strong> Willingly accepting responsibility for personal actions and obligations.</td>
</tr>
<tr>
<td>Global Perspective</td>
<td><strong>Global Perspective:</strong> To evaluate thoughts, ideas, and actions with a worldview. <strong>Servant-leadership style:</strong> A Christ-based method of guiding and directing followers via modeling or example. The leader works for the benefit of the followers and they, in turn, exemplify the leader by working for the benefit of others. <strong>Resource conversation:</strong> Careful, planned, responsible management of something entrusted to one's care. <strong>Resource:</strong> A source of supply or support. <strong>Conservation:</strong> Planned management, careful preservation and protection of something. <strong>Stewardship:</strong> Careful, responsible management of something entrusted to one's care.</td>
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# Undergraduate Program Student Learning Outcomes

At the completion of the undergraduate program, the graduate will be prepared to:

<table>
<thead>
<tr>
<th>Curriculum Strand</th>
<th>Competencies/Outcomes</th>
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<tbody>
<tr>
<td><strong>Nursing Process</strong></td>
<td>Use the nursing process effectively while intervening therapeutically with patients in various health states and developmental levels to restore, maintain, and promote health, and prevent illness.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Apply research findings in the provision of nursing care to enhance the quality of care.</td>
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<tr>
<td><strong>Critical Thinking</strong></td>
<td>Demonstrate use of the critical thinking process in making clinical judgments and decisions relevant to nursing problems in a variety of settings.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Communicate and collaborate effectively with patients, peers and health team members to ensure quality patient nursing care, and to foster supportive personal and professional growth.</td>
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<tr>
<td><strong>Leadership</strong></td>
<td>Function appropriately in leader and follower roles when providing safe, organized, and holistic nursing care, being a change agent, and serving as patient advocates.</td>
</tr>
<tr>
<td><strong>Teaching/Learning</strong></td>
<td>Use principles of teaching/learning to provide patients in various health states with the knowledge and skills necessary for healthy living: physically, spiritually, psychologically, and socially.</td>
</tr>
<tr>
<td><strong>Christian Principles</strong></td>
<td>Demonstrate commitment to Christian principles and professional ethics and standards of practice and is accountable for own nursing practice and professional growth.</td>
</tr>
<tr>
<td><strong>Global Perspective</strong></td>
<td>Incorporate within a global perspective, cultural knowledge, a servant-leadership style, and principles of resource conservation and stewardship in the provision of nursing care.</td>
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### NLN Competency Model for BSN Graduates

<table>
<thead>
<tr>
<th>NLN Outcome Competency</th>
<th>Definition</th>
<th>HCCN Student Learning Outcome</th>
<th>NLN BSN Competency</th>
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<tbody>
<tr>
<td>Human Flourishing</td>
<td>“Human flourishing is difficult to define, but it can be loosely expressed as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.” (NLN, 2010, p. 66-67).</td>
<td>Human Flourishing incorporates the curriculum strands/student learning outcomes global perspective and Christian principles.</td>
<td>“Incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capacities.” (NLN, 2010, p. 39)</td>
</tr>
<tr>
<td>Nursing Judgment</td>
<td>“Nursing judgment encompasses three processes: namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation. Critical thinking means identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning. Clinical judgment refers to a process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse’s knowledge and perspective (Tanner, 2006). Integration of best evidence ensures that clinical decisions are informed to the extent possibly by current research (Craig &amp; Smith, 2007.” (NLN, 2010, p. 67)</td>
<td>Nursing judgment incorporates the curriculum strands/student learning outcomes nursing process and teaching/learning.</td>
<td>“Make judgments in practice, substantiated with evidence, that synthesize nursing science and knowledge from other disciplines in the provision of safe, quality care and promote the health of patients, families, and communities.” (NLN, 2010, p. 39)</td>
</tr>
<tr>
<td>Professional Identity</td>
<td>“Professional identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing professional. Professional identity is evident in the lived experience of the nurse in his or her ways of ‘being,’ ‘knowing,’ and ‘doing’.,” (NLN, 2010, p. 68)</td>
<td>Professional Identity incorporates the curriculum strands/student learning outcomes leadership and communication.</td>
<td>“Expresses one’s identity as a nurse through actions that reflect integrity, a commitment to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities, and a willingness to provide leadership in improving care.” (NLN, 2010, p. 39)</td>
</tr>
<tr>
<td>Spirit of Inquiry</td>
<td>“A spirit of inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.” (NLN, 2010, p. 69)</td>
<td>Spirit of inquiry incorporates the curriculum strands/student learning outcomes critical thinking and research.</td>
<td>“Act as an evolving scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems.” (NLN, 2010, p. 39)</td>
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</tbody>
</table>

Suggested BSN Curriculum Sequence

The “Suggested BSN Curriculum Sequence” represents the required courses for a Bachelor of Science in Nursing (BSN) degree at Harding University. Students are encouraged to participate in the numerous activities available at Harding University. Flexible scheduling, including part-time status, is an option. Students are urged to meet with their faculty advisors for academic planning to enhance their academic progression and success.

Enrolled students use the classrooms and laboratories at the University and are placed in a variety of public and private agencies, which serve as clinical facilities. Graduates of the nursing program are eligible to take the computerized version of the NCLEX-RN® Examination for registered nurse licensure. Graduates are prepared for generalist positions in professional nursing practice and for beginning graduate study in nursing.

The curriculum covers four academic years. Several admission tracks exist at the HCCN to meet individual student needs.

- The Traditional Track is for students with no previous nursing education.
- The Advanced Placement Track is available:
  - to students who hold current nursing licensure
    - registered nurses (RN)
    - licensed practical nurses (LPN)
    - licensed psychiatric technician nurses (LPTN)
  - to nursing students transferring from other nursing programs.

Clinical Sequences

- Due to limited clinical spaces, each applicant will be assigned to a clinical course sequence from admission to the program until graduation.
- Once the clinical course sequence is assigned, students remain in that sequence.
- If the student needs to repeat a course or withdraws from a course, a new progression sequence is assigned on a space-available basis.
### HARDING UNIVERSITY CARR COLLEGE OF NURSING (HCCN)

"Developing Nurses as Christian Servants"

**Suggested BSN Curriculum Sequence: 2019-2020 Academic Year**

#### Freshman Year (Health Studies)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BNEW 1010</strong></td>
<td>Life &amp; Teachings of Jesus (Gospels)</td>
<td>2</td>
</tr>
<tr>
<td><strong>CHEM 1010/1010L</strong></td>
<td>General Chemistry or CHEM 1040/1040L College Chemistry</td>
<td>4</td>
</tr>
<tr>
<td><strong>ENG 1110 Intro to Univ Writing &amp; Research</strong></td>
<td>* PSY 2010 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>COMM 1010 Communication Principles</strong></td>
<td>ENG 2010 or 2020 World Literature I or II</td>
<td>3</td>
</tr>
<tr>
<td><strong>ART 1010 or MUS 1010 or THEA 1010</strong></td>
<td>HIST 1010 or 1020 American History</td>
<td>3</td>
</tr>
<tr>
<td><strong>MATH 1110 Fundamental Math for Nurses</strong></td>
<td>Δ MATH 1200 Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>NURS 1000 Introduction to Nursing</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td><strong>Total</strong> 18</td>
</tr>
</tbody>
</table>

#### Sophomore Year (Health Studies)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOLD 2010 Creation &amp; Kingdom (Genesis - Esther)</strong></td>
<td><strong>BOLD 2030 Wisdom &amp; Prophets (Job - Malachi)</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>BIOL 3210 Anatomy &amp; Physiology II or BIOL 2405 Anatomy &amp; Physiology II for Nurses</strong></td>
<td><strong>BIOL 2410 Intro to Microbiology for Nurses</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>NURS 2030 Health Assessment</strong> &amp; <strong>ENG 2110 Critical Reading, Thinking &amp; Writing</strong></td>
<td><strong>NURS 3000 Professional Nursing</strong> &amp; <strong>NURS 3630 Pathophysiology</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>FCS 3230 Lifespan Human Development</strong></td>
<td><strong>FCS 3310 Nutrition</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>SOC 2030 General Sociology</strong></td>
<td><strong>KINS Elective (KINS 1120-2140)</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td><strong>Total</strong> 18</td>
</tr>
</tbody>
</table>

#### Admission to the HCCN Level 1 (First Year of Nursing Program)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Bible elective/*<strong>Global Perspective elective</strong></td>
<td>**Bible elective/*<strong>Global Perspective elective</strong></td>
<td>2 or 3</td>
</tr>
<tr>
<td><strong>NURS 3210 Pharmacology &amp; Nursing</strong></td>
<td><strong>NURS 3540 Gerontological Nursing</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>NURS 3620 Nursing Practice Interventions</strong></td>
<td>NURS 3510 Adults/Chronic Health &amp; Rehab</td>
<td>5</td>
</tr>
<tr>
<td>NURS 3500 Psychiatric &amp; Mental Health Nsg</td>
<td>NURS 3550 Pediatric &amp; Child Health Nsg</td>
<td>5</td>
</tr>
<tr>
<td>NURS 3450 Maternity &amp; Women's Health Nsg</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15-16</td>
<td><strong>Total</strong> 14-15</td>
</tr>
</tbody>
</table>

#### Level 2 (Second Year of Nursing Program)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bible elective</strong></td>
<td><strong>Bible elective</strong></td>
<td>2</td>
</tr>
<tr>
<td>NURS 4200 Nsg Adults w/Acute Hlt Concerns</td>
<td>NURS 4620 Nsg Capstone Experience</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4120 Research in Nsg</td>
<td>NURS 4550 Nsg Leadership &amp; Management</td>
<td>4</td>
</tr>
<tr>
<td>NURS 4530 Community Health Nsg</td>
<td><strong>KINS 1010 Wellness</strong></td>
<td>3</td>
</tr>
<tr>
<td>HIST 2100/2110 Western Civilization</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td><strong>Total</strong> 16</td>
</tr>
</tbody>
</table>
### LEGEND FOR COURSE CURRICULUM SEQUENCE

Many students take courses during the summer. If you wish to lighten your regular semester course load, please see your advisor and the Registrar for information about summer courses.

The following symbols match with various courses on the front page:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>All of the courses listed an (*) are required to have a &quot;C&quot; or higher.</td>
<td>***</td>
<td>In recognition of the interrelatedness of world cultures and the Christian mission of worldwide evangelism, the global literacy requirement ensures that a liberal arts education includes the development of skills, knowledge, or dispositions that will help students interact meaningfully with the world, specifically beyond the borders of the United States. The range of skills and content knowledge applicable to this category suggests that the general goals of global literacy may be met in a variety of ways through combinations of courses in the following menu. Students who wish to appeal for a waiver of the global literacy requirements (on the basis of extended residence abroad, for example) may have their appeal considered by the Global Literacy Committee. The appropriate forms are in pipeline under Student Services, in the Student Records menu. ANTH 2500, BIOL 2500, BMIS 3000, 3080, 3070 or 3020, CSD 2570, 2770, FCS 2505, GEOG 2506 or 2551, HUM 2010, 2730, MGRK 1000, NURS 3500, 3440 or 4310, POLS 2020, SOCS 3010, SWK 3600, or THEA 3060</td>
</tr>
<tr>
<td>#</td>
<td>Course must be completed with &quot;B&quot; or higher before entering the Carr College of Nursing.</td>
<td>+</td>
<td>If ACT in English is less than 19, English 0990 must be taken prior to taking English 1110. ENG 1110 and ENG 2110 must be passed with a &quot;C&quot; or higher for university graduation.</td>
</tr>
<tr>
<td>&amp;</td>
<td>NURS 3210 and NURS 3620 are to be taken the first semester of admission and opposite NURS 3540.</td>
<td>**</td>
<td>University policy states that all full-time students must enroll in a Bible course each semester.</td>
</tr>
<tr>
<td>@</td>
<td>Students must complete each prerequisite course in the curriculum sequence as scheduled.</td>
<td>†</td>
<td>NURS 3500 and NURS 3530 may be taken the summer prior to entering the Carr College of Nursing. (Summer course offerings are based on sufficient enrollment). NURS 3600 must be completed the semester prior to entering the Carr College of Nursing.</td>
</tr>
<tr>
<td>0</td>
<td>MATH 1200 is a prerequisite course to NURS 4120 Research in Nursing.</td>
<td>###</td>
<td>NURS 4620 must be taken the semester of graduation.</td>
</tr>
<tr>
<td>0</td>
<td>These courses are suggested for summer to lighten semester loads.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consider obtaining a Health Missions minor. Mission and health care mission opportunities abound. BMIS 3200, NURS 2100, NURS 3540 and NURS 3440 and NURS 4130 can enrich your skills and knowledge in health care missions. Details are available in Harding University's online Catalog and specifics can be provided by the Carr College of Nursing Health Missions Coordinator. NURS 4130 is not considered a topical Bible class. It will serve as a Global Perspective class, and the student will not be required to enroll in an additional Bible class during that semester. NURS 3670 is available as a cooperative education clinical experience. See your advisor for details.

Consider obtaining a Bible and Ministry Nursing minor. Details are in the catalog and specifics can be provided by the Carr College of Nursing. Courses include EDUC 3040, 10 hours of textual studies, plus 6 hours of electives. All upper level nursing courses (NURS 3210, 3450, 3500, 3510, 3540, 3550, 3620, 4120, 4200, 4530, 4540, 4550, and 4620) must be passed with a "C" or higher.

All non-nursing course transfer credit is approved through the Registrar's Office, prior written approval is required before taking a course. Nursing majors interested in honors courses are to apply through the Honors College office. Nursing courses that can be taken for Honors credit are NURS 1000, NURS 3450, NURS 3510, NURS 3540, NURS 3550, NURS 3630 and all Level II nursing courses; this selection of courses constitutes a full upper-division nursing honors program in collaboration with the Honors College.
MINORS & HONORS PROGRAMS

Nursing Honors Track

The Carr College of Nursing and the Honors College have designed a course of study for students who wish to take Honors courses while pursuing a nursing degree. The nursing honors program began in 1996 and offers a variety of options. Nursing students are encouraged to participate in honor courses for personal and professional growth.

Students can enroll in the Honors College as pre-nursing students. Honors nursing courses, application forms, and Honors Contract information for courses are available online at (www.harding.edu/honors, select Nursing Honors Track link).

Nursing students can also create an Honors Contract for specified nursing courses. Contact the specific course coordinator for requirements of the Honors Contract within the first two weeks of the semester in which the course is offered.

Note: A final course grade of A or B must be achieved in order to be granted honors credit for a course.

Honors College Enrollment

Pre-nursing Students: Acceptance to the Honors College is based on acceptance to the university, and an ACT score of 27 or higher OR an SAT score of 1220 or higher. A student who meets these qualifications and submits this form is guaranteed enrollment in the Honors College. Being a part of the Honors College does not obligate the student to take honors classes, participate in honors activities, or graduate with honors. To enroll in the Honors College, go to http://www.harding.edu/honors.

<table>
<thead>
<tr>
<th>Pre-nursing Honors Course</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 1000.H1</td>
<td>Introduction to Nursing</td>
<td>1</td>
</tr>
</tbody>
</table>

*(Limited enrollment, you must be enrolled in the Honors College.)*

Nursing Honors Contract Course Enrollment:

Students unconditionally admitted to the Carr College of Nursing who maintain a 3.25 overall grade point average may graduate from the Honors College by earning a minimum of 20 hours of honors credit through completing at least four honors contracts and any courses designated as (H) sections or HNRS courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3510</td>
<td>Nursing Adults with Chronic Health Concerns</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4200</td>
<td>Nursing Adults with Acute Health Concerns</td>
<td>5</td>
</tr>
<tr>
<td>NURS 3540</td>
<td>Gerontological Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 3630</td>
<td>Pathophysiology for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4120</td>
<td>Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 3550</td>
<td>Pediatric and Child Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 3450</td>
<td>Maternity and Women's Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4530</td>
<td>Community Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4540</td>
<td>Advanced Medical Surgical Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4550</td>
<td>Nursing Leadership and Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Honors Capstone Course:
NURS 4620 Nursing Capstone Experience may be taken as an Honors Capstone course. Please see your faculty or contact the Honors College for more information.

<table>
<thead>
<tr>
<th>Course</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4620</td>
<td>Nursing Capstone Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

**Health Missions Minor and Bible Minor for Nursing Students**

The Carr College of Nursing and the College of Bible and Religion offer an interdisciplinary Health Missions Minor. The minor consists of 18 hours, 6 of which must be upper division. (See next page for *Health Care Missions Minor Course Listing*.)

Students may also obtain a Bible and Ministry Minor for Nursing Students.

**HEALTH MISSIONS MINOR REQUIREMENTS**

The Carr College of Nursing, Paul R. Carter College of Business Administration and the College of Bible & Ministry offer an interdisciplinary minor called Health Missions.

- Textual hours (BIB/BOLD/BNEW) Credit hours: 8
- BMIS 3080 - Missionary Anthropology Credit Hours: 3
- NURS 3440 - Health Missions Practicum Credit Hours: 1-3
- or BMIS 3070 - Field Work in Missions Credit Hours: 1-3
- or GEDV 3670 - Global Economic Development Internship Credit Hours: 1-6
- NURS 4130 - Health Care Missions Credit Hours: 3
- or PPHS 4130 Health Care Missions Credit Hours: 3

**CHOOSE ONE FROM:**

- BDOC 3040 - Christian Bioethics Credit Hours: 2, 3
- BMIS 3020 - Development Ministry Credit Hours: 0 or 3
- NURS 3050 - Culture of Poverty Credit Hours: 3
- or PPHS 3050 Culture of Poverty Credit Hours: 3

If more hours are needed, choose from the following (optional):

- BHIS 3030 - Living World Religions Credit Hours: 3
- BMIN 3040 - Evangelism and Church Planting Credit Hours: 2
- BMIS 3000 - The World Christian Credit Hours: 3
- BMIS 3010 - Strategy of Missions Credit Hours: 3
- BMIS 3050 - Seminar in Missions Credit Hours: 3
- NURS 2100 - Skills for Health Missions Credit Hours: 2
- NURS 3100 - Independent Study Credit Hours: 1-4

**TOTAL HOURS: 18**
BIBLE AND MINISTRY MINOR FOR NURSING MAJORS

REQUIREMENTS:

Textual studies (freshman/sophomore courses): **Credit hours:** 8
Textual studies (junior/senior course): **Credit hours:** 2-4
BDOC 3040 - Christian Bioethics Credit Hours: 2, 3

6 HOURS FROM:

- BMIS 3000 - The World Christian Credit Hours: 3
- BMIS 3080 - Missionary Anthropology Credit Hours: 3
- BMIS 3070 - Field Work in Missions Credit Hours: 1-3
  or NURS 3440 - Health Missions Practicum Credit Hours: 1-3
- GEDV 3670 - Global Economic Development Internship Credit Hours: 1-6
- BMIS 3020 - Development Ministry Credit Hours: 0 or 3
- NURS 3050 - Culture of Poverty Credit Hours: 3
- NURS 4130 - Health Care Missions Credit Hours: 3

**TOTAL HOURS: 18**
Health Care Missions Opportunities

The health care missions program is an integral part of the Harding University Carr College of Nursing program and is congruent with the mission of the University. The program exists to provide a quality domestic and/or international health missions experience leading to a lifetime of ministry through Christian health care. The goal of the program is to provide every nursing student with the opportunity to work and study in a domestic and/or international health missions experience with health mission role models. Mission Trip Policies

(Health Care Missions Trip Guidelines and Expectations)

The following are guidelines/expectations for all students participating in a health mission experience overseen by Harding University Carr College of Nursing (HCCN). The HCCN faculty and/or associates expect adherence to these guidelines and any violation, either academic or ethical, will result in appropriate discipline. All policies, including dress code, from the current HCCN Undergraduate Student Handbook apply while on mission trips.

Students are expected to:
1. Model Christ and display servant leadership in every situation.
2. Abide by the instructions of the person(s) in charge of the group, whether that is a HCCN faculty person or a designated associate of the HCCN.
3. Abide by all guidelines outlined by the specific mission site.
4. Abide by all guidelines reviewed in preparation sessions prior to the trip. (See appropriate handouts).
5. Abide by HCCN and Harding University student conduct policies outlined in the respective student handbooks.
6. Participate in all preparation sessions for the designated mission experience.
7. Demonstrate cultural sensitivity and respect for the customs and culture of the local people in relation to such things as proper dress and behavior with members of the opposite gender.
8. No displays of affection that could appear romantic are allowed on HCCN sponsored mission trips. Dating and romantic relationships are not the focus of mission trips and could be viewed as culturally inappropriate. No romantic or dating relationship with individuals of the host country are allowed.
9. Stay on task and complete all assigned duties at the appropriate time without complaining and/or questioning. Concerns regarding assignments should occur only in a private session with the faculty or designated associate in charge.
10. Participate in the clinical component of the experience as applicable by following the specific directions of the faculty or person in charge. Assignments are made with respect to the participant’s level of preparation; however, it is the learner’s responsibility to notify faculty or supervisor if they are not prepared to complete a task safely.
11. Refrain from complaining about the food or accommodations that are provided for you. Remember you are the guest.
12. Assist with household tasks including food preparation, clean up, laundry, etc.
13. Be present for all meals, including breakfast, observe curfew for lights-out and get sufficient rest so that you can work effectively.
14. Adhere to all prescribed medication regimens and promptly report any signs/symptoms of illness to the appropriate person.
15. Spend appropriate time working on course student learning outcomes as applicable and any other assigned class work and complete all assignments on time. Late work is not accepted.

16. Function as a team player and demonstrate flexibility, sensitivity and consideration for patients, the missionaries, fellow students, and the faculty or designated associate in charge.

17. Be present for and participate in all debriefing sessions and other group gatherings while on site or after returning to campus and report culture stress to faculty or person in charge promptly.

18. Demonstrate a Christ-like spirit of gratefulness and appreciation at all times and most importantly remember that you are an “Ambassador for Christ”.

19. It is the policy of the HCCN that patients treated during global medical mission efforts should be given the same privacy/confidentiality protection that applies to patients treated in the USA. Violation of this policy will be reviewed by the Dean for possible discipline actions. (See Undergraduate Student Handbook statements on “Social Media”, “HIPAA” and “Integrity and Ethical Expectations.”)

**General Requirements for all Health Care Missions Trips**

1) Must make application to participate no later than September 1 of the academic school year.

2) All nursing participants must receive a positive reference or recommendation from Carr College of Nursing faculty to participate in the trip. The Health Missions Coordinator will obtain this from faculty for nursing majors. Students with other majors must have a positive reference or recommendation letter sent from a full-time Harding University faculty. Mail to: Health Missions Committee Chair, HU Box 12265. Deadline for all letters is September 15.

3) Students participating in a HCCN health mission trip must meet the following criteria:
   - Must be in good academic and social/ethical standing with Harding University and the Carr College of Nursing (not on academic or social/ethical probation); exceptions to be made by approval of the Dean.
   - Must have a nursing (or other field of study) GPA of 2.5 or greater;
   - Must have successfully completed all the prior semester’s course work with grades of C or higher.

4) In some cases, the number of student participants may be limited by the nature of the work, local accommodations, and staffing. In the event there are more student applicants than openings for a trip, nursing faculty will prayerfully select students from the applicant pool with consideration of the following:
   - Requirement for degree plan. Students who are needing a field experience to complete requirements for a health care missions minor will be given priority.
   - Future opportunities. Students who are entering their final semester/final year of study, and who will not have future opportunities for participation, will be given priority.
   - Overall recommendations provided by references/faculty.
   - GPA. After consideration of all the above, in the event that students have equal need, and/or consensus cannot be reached by faculty members, the student with the higher GPA will be selected for the trip.

Finally, whenever possible, faculty will try to offer any student who meets the minimum qualifications for participation, but is not selected for their first choice, participation in a Health Missions Trip where there is availability.

5) If nursing or Bible Classes are missed to go on the Health Mission trip, the Carr College of Nursing Attendance Policy Guidelines must be followed. The student is responsible for contacting faculty in classes to be missed and clarifying expectations regarding missed course work. Majors in other fields must meet the university and their department’s attendance policy.
6) Must attend **ALL** preparation meetings and complete **ALL** preparation assignments. Meetings range from weekly to monthly, depending on the time until departure.

7) Must raise all required money by the set deadlines. (varies by trip)

8) Additional requirements for students to participate in a health mission trip:
   - **Guatemala:** Surgical trip with Health Talents international (HTI), student must have completed Level 1, including NURS 3620 skills and NURS 3210 Pharmacology.
   - **Haiti:** Pre-nursing and Non-nursing majors are allowed on this trip.
   - **Africa/Tanzania:** Student must be Level 2 nursing by the time of the trip.
   - **Cambodia/Thailand:** Student must have completed Level 1A by time of the trip.

9) It is strongly recommended that all students going on Health Missions trips have successfully completed or be currently taking **NURS 4130 – Health Care Missions**.

10) Health Care Missions Practicum NURS 3440 may be taken by any student for variable credit hours when going on any international health mission trip.
   - If taken to meet Health Mission Minor, a student, MUST register for 1-3 hrs of NURS 3440 or NURS 3100 depending on the student’s need, during the semester of the trip.
   - If the student needs Global Literacy credit, must register for 3 credit hours.
   - Those students making trips after school is out in the summer are **REQUIRED** to take a course such as NURS 3440 or NURS 3100 for at least one hour of credit in order to be covered by liability insurance while providing hands on patient care. See J. Bingham or R. Reely for details. (Must sign form verifying you have read the above)

11) Must obtain and maintain a valid **passport**. (Cannot be within six months of expiration date)

12) Must obtain and maintain **USA major medical health insurance and foreign emergency evacuation** and health insurance for the duration of the trip.

13) Must sign an “Assumption of Risk and Release of Liability Form and a “Power of Medical Attorney” form.

14) Must fill out an “Emergency Medical and Health Information” form and complete all HCCN and specific country required **immunizations** and for all countries travel is planned through.

**Consequences**

Any student who chooses not to abide by guidelines outlined by the University, the HCCN, or the mission site can face serious consequences. The student may:
   - Receive a failing grade for the course being taken for credit.
   - Face the possibility of academic/ethical probation from the HCCN for the remainder of the nursing program. (See Academic Probation Policy)
   - Face the possibility of dismissal from the nursing program, depending on the severity of the violation.
   - Face the possibility of discipline from the University.
   - Face the possibility of not being allowed to participate in future HCCN sponsored mission trips.

If the student is being sent home for disciplinary reasons, the student is responsible for paying return expenses including ground transportation, plane ticket penalties, schedule/flight change fees, and any other expenses incurred.
Traveling Abroad: Health Considerations

Those students, who plan to participate in any of the travel abroad or health missions programs, will most certainly need additional immunizations and possibly additional tests. These can be obtained at the student’s local health department or at specified locations in Searcy. The country to which the student is traveling will determine exactly which immunizations will be needed. The HCCN generally follows the CDC guidelines to make this determination. The travel abroad regulations will require not only immunizations but most likely malaria prophylaxis and specific health insurance in case immediate evacuation is necessary.

In order for students to participate in the travel abroad programs they must agree to abide by all health regulations. If a needle stick or other invasive injury occurs while a student is in a developing country site where HIV/AIDS is highly endemic, the student will be expected to follow the Infectious and Communicable Disease Policy which will be initiated by the HCCN faculty or other accompanying responsible adult.

Those students traveling into a developing country (or assisting with relief efforts in natural disaster situations, e.g. hurricane, flood, earthquake) must be acutely aware that there are numerous water and food borne diseases in such locations as well as a number of potentially dangerous infectious diseases. It is imperative that the student abides by all regulations outlined by the coordinator/s of these programs in order to remain healthy, reduce the risk of illness, and enjoy a quality learning experience.

Because TB is now endemic in many developing world countries, these students may be required to get a TB skin test (PPD) or a T-spot blood test (available through Harding Student Health Services) before traveling and another one upon their return to the U.S. To verify that the test with appropriate follow-up has been done, the student must present appropriate documentation to the coordinator of the program at the appropriate times.
APPLICATION AND ADMISSION INFORMATION

Nursing students must fulfill the University requirements for admission, progression, and retention, either as a beginning or transfer nursing student. These policies are in the *Harding University Catalog, Harding University Student Handbook, and HCCN Undergraduate Student Handbook*.

Applicants for admission to the nursing program are considered based on predetermined admission standards and acceptance criteria. Applicants are not discriminated against on the basis of age, creed, disability, ethnic origin, marital status, race, or gender. The policies and criteria for admission are conveyed to prospective applicants via the *Harding University Catalog, HCCN Undergraduate Student Handbook*, letters, email, phone calls, and personal interviews.

**Admission Standards**

The standards for admission to the Carr College of Nursing are as follows:

1. Being accepted for admission to Harding University.
2. Passing all required pre-nursing courses with a final grade of “C” or higher. (Note: Math 1110 must be passed with a grade of “B” or higher.)
3. The pre-nursing GPA calculated on the Science and Nursing courses:
   a. (CHEM 1010/1010L or CHEM 1040/1040L, BIOL 2400, BIOL 2405, BIOL 2410, NURS 2030, NURS 3000, and NURS 3630)
   b. A student’s prenursing GPA equal to or higher than 2.8 earns admission consideration for unconditional admission.
   c. A student’s prenursing GPA between 2.5-2.79 may or may not earn consideration for the part-time conditional admission and will be required to successfully complete NURS 3100 Success Seminar. The student who maintains a 3.0 in nursing courses after two part-time semesters may progress to a full time track and unconditional admission to the program.
   d. To remain in the program, the student must maintain a 2.5 GPA in nursing, including a grade of “C” or better in all nursing courses, and make satisfactory progress toward the degree. Achieving a 2.50 or higher nursing GPA. A higher nursing GPA is recommended.
   e. Behaviors which may impact admission include but are not limited to: tardiness to class and clinical, unprofessional attitude and/or dress, etc.
4. Applying for admission to the HCCN and submitting pertinent documents, including criminal background check, as required.
5. Patterns of prior academic success are considered in admission decisions. Additional considerations in the application process included, but not limited to, science and prenursing faculty references and a student’s integrity, attitude, character, and work ethic. A standardized admission test measuring a student’s knowledge and understanding of prenursing content will be considered in the application process.
Acceptance Criteria

Admission to the HCCN is highly competitive. All applicants are reviewed according to the following acceptance criteria:

- **Nursing GPA** – Total grade point average of all nursing prerequisites (total 30 hours).
- **Cumulative GPA** – Total grade point average of all college courses.
- Successful completion of all nursing prerequisites (see Nursing Prerequisites).
- A standardized admission test measuring a student’s knowledge and understanding of prenursing content will be considered in the application process.
- References from Nursing and other prerequisite course faculty.
- Patterns of prior academic success

All admission decisions are final and may not be appealed. The student does not have access to records related to admission.

Note: Admission to Harding University and completion of prerequisite courses are not guarantees of program admission.

International Students

If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:

A. An official TOEFL iBT composite score of at least 83 with a minimum speaking score requirement of 26 (out of 30 (90%)). The test must have been taken within the last calendar year of admission. Official TOEFL exam score report reflecting successful completion must be received no later than the application date. The TOEFL iBT test can be taken in the Harding University Testing Office. The test will be an expense to the student. Please contact them for details at 501-279-4415 or online at www.harding.edu/testing.

B. If the applicant’s entire educational experience has been in the United States, the applicant is not required to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the first grade through junior high, high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the Carr College of Nursing Admissions Committee, and then to the Carr College of Nursing Dean.
# Nursing Prerequisites

The following courses are required before admission to the Carr College of Nursing. A grade of "C" or above is required in each course for consideration of admission. The Nursing prerequisite courses are listed below. Those courses (30 hours) calculated for the Nursing GPA are listed below with an ‘*’:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CHEM1010/1010L or CHEM 1040/1040L</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>*BIOL 2400</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>*BIOL2405</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>*BIOL 2410</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>*NURS 2030</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>*NURS 3000</td>
<td>Professional Nursing</td>
<td>5</td>
</tr>
<tr>
<td>*NURS 3630</td>
<td>Pathophysiology for Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 27 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 1000</td>
<td>Introduction to Nursing</td>
<td>1</td>
</tr>
<tr>
<td>**MATH 1110</td>
<td>Fundamentals of Mathematics</td>
<td>1</td>
</tr>
</tbody>
</table>

(Note: Math 1110 must be passed with a grade of “B” or higher)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1110</td>
<td>Intro to University Writing &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>FCS 3230</td>
<td>Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>FCS 3310</td>
<td>Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2010</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2030</td>
<td>General Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 17 hours

**TOTAL** 44 hours
Acceptance Process

If there are more applicants than spaces available, applicants will be reviewed according to acceptance criteria. Acceptance will begin with the highest-ability applicants and continue until all available spaces are filled. Applicants who are not accepted for admission into the HCCN must update their application the following semester to be considered for admission.

Applicants who do not meet admission standards and/or acceptance criteria for the application semester will be considered for the following semester admission when:

- Applicants have taken steps during the application semester to meet admission standards/acceptance criteria.
- Applicants have notified the Director of Admissions they wish to reapply.
- Applicants demonstrate continual academic success.

Entrance and Progression Requirements

Applicants must meet stated health requirements and CPR certification before entering HCCN. Students will be admitted on a “conditional status” until all of the documentation is completed. These documents are provided to Director of Admissions by the individual applicant. All students, including those who reenter the program, must present current evidences of the following by March 2nd for Fall; October 2nd for Spring:

1. **Self-Reported Health History** – A brief history form is to be completed by the applicant.

2. **Verification of Health Status** – A physical examination by an Advanced Practice Nurse or Physician is required prior to entering HCCN. The “Verification of Health Status” form should be completed by the examining health care professional (Student Health Services can provide this service).

3. **Immunizations** – Health care workers, including nursing students, are vulnerable to communicable diseases such as measles, mumps, rubella, diphtheria, Tdap, polio, meningitis, varicella, influenza, hepatitis, and tuberculosis. These diseases may be prevented by appropriate immunizations.
   A. Evidence of current immunizations: *Tetanus and Diphtheria (Tdap)*, *Polio*, *MMR* (Measles, Mumps, Rubella), Flu Vaccination, and Varicella (chicken pox) or history of illness.
   B. *Rubella Titer or Rubella Immunization* is required for all students.
   C. **Evidence of Hepatitis A and B Vaccines**. The Hepatitis A and B vaccines are required for HCCN. These vaccines take several months to complete, and the series must be completed before the student begins clinical courses, which begin with NURS 3000 Professional Nursing.

Note: *If 10 or more years have elapsed since the student received the Hepatitis A and/or B Vaccines, the student must submit the results of a titer that indicates immunity.*

In the event that an applicant is pregnant, the student will be permitted to sign a waiver form exempting her from the immunization/TB requirements outlined in this *HCCN Undergraduate Student Handbook* until six weeks post-delivery.
4. **Annual TB Skin Test** – In compliance with Arkansas Public Health Department guidelines, students are **required to get two TB** skin tests before entering HCCN and annually thereafter. The first skin test is read 48-72 hours after a professional healthcare person administers it. The test must be read by a person authorized to read PPD skin test results. A positive TB skin test will be resolved according to current CDC and agency protocols before a student is placed in a clinical setting for learning experiences. (The HCCN accepts documentation from licensed health care providers.)

Per HU policy, International students are required to get a T-SPOT® TB test (T-Spot) for admission.

5. **Annual Flu Vaccine** – In compliance with clinical agency requirements all Level I and Level II students must provide documentation of receiving an annual flu vaccination. (medical waiver required for exceptions)

6. **Current CPR Certification** – All Level I students, Level II students, students in NURS 3000, and students applying for admission to the HCCN are to provide (via electronic database) the **Director of Admissions** documentation verifying that CPR certification (American Heart Association BLS Provider Course or equivalent) is current. CPR certification includes one and two-rescuer adult CPR, child CPR, and infant CPR; use of an Automated External Defibrillator (AED); use of a bag-mask device; and assisting an adult, a child, and an infant with relief of an obstructed airway. CPR certification must include a hands-on skills validation component. CPR certification must be submitted prior to admission and must be kept current. ACLS is not accepted as proof of CPR certification.

7. **Nurse Practice Act of the State of Arkansas** – All Level I and Level II students must verify knowledge /receipt of the Arkansas Nurse Practice Act. Each student will sign and submit via electronic process, a statement verifying knowledge of the Arkansas Nurse Practice Act and of the electronic/online address/link(s) to access it.

8. **Drug Screen** – All students are required to have a drug screen during the first semester of entry to HCCN.

9. **Criminal Background Checks Policy** – Some non-nursing courses may require the student to undergo background checks or meet other security requirements. Some clinical agencies (e.g. Veteran’s Administration, CHI St. Vincent’s, Baptist Health and Arkansas Children’s Hospital) require the nursing student to undergo background checks prior to participating in clinical experiences in the agency.

The Arkansas State Board of Nursing (ASBN) requires that every nursing student in Arkansas be made aware of potential bars to being able to obtain nursing licensure. Graduating from a nursing program does not assure the student of ASBN’s approval to take the NCLEX-RN® licensure exam.

The following excerpt from the Nurse Practice Act of the State of Arkansas details information regarding: (1) the requirements that first-time applicants for nursing licensure in Arkansas undergo a state and national criminal background check; and (2) criminal offenses which can potentially disqualify an applicant from taking the licensure exam and/or receiving a professional nursing license.

17-87-312. Criminal background checks.

(a) (1) Each first-time applicant for a license issued by the Arkansas State Board of Nursing shall apply to the Identification Bureau of the Department of Arkansas State Police for a state and national criminal background check, to be conducted by the Federal Bureau of Investigation.

(2) At the time a person applies to an Arkansas nursing educational program, the program shall notify the applicant in writing of the provisions and requirements of this section.

(b) The check shall conform to the applicable federal standards and shall include the taking of fingerprints.

(c) The applicant shall sign a release of information to the board and shall be responsible to the Department of Arkansas State Police for the payment of any fee associated with the criminal background check.

(d) Upon completion of the criminal background check, the Identification Bureau of the Department of Arkansas State Police shall forward to the board all information obtained concerning the applicant in the commission of any offense listed in subsection (e) of this section.

(e) Except as provided in subdivision (l)(1) of this section, a person shall not be eligible to receive or hold a license issued by the board if that person has pleaded guilty or nolo contendere to or has been found guilty of any of the following offenses by a court in the State of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court:

1. Capital murder as prohibited in § 5-10-101;
2. Murder in the first degree as prohibited in § 5-10-102 and murder in the second degree as prohibited in § 5-10-103;
3. Manslaughter as prohibited in § 5-10-104;
4. Negligent homicide as prohibited in § 5-10-105;
5. Kidnapping as prohibited in § 5-11-102;
6. False imprisonment in the first degree as prohibited in § 5-11-103;
7. Permanent detention or restraint as prohibited in § 5-11-106;
8. Robbery as prohibited in § 5-12-102;
9. Aggravated robbery as prohibited in § 5-12-103;
10. Battery in the first degree as prohibited in § 5-13-201;
11. Aggravated assault as prohibited in § 5-13-204;
12. Introduction of a controlled substance into the body of another person as prohibited in § 5-13-210;
13. Aggravated assault upon a law enforcement officer or an employee of a correctional facility, § 5-13-211, if a Class Y felony;
14. Terroristic threatening in the first degree as prohibited in § 5-13-301;
15. Rape as prohibited in § 5-14-103;
16. Sexual indecency with a child as prohibited in § 5-14-110;
17. Sexual extortion, § 5-14-113;
18. Sexual assault in the first degree, second degree, third degree, and fourth degree as prohibited in §§ 5-14-124 -- 5-14-127;
19. Incest as prohibited in § 5-26-202;
20. Felony offenses against the family as prohibited in §§ 5-26-303 -- 5-26-306;
21. Endangering the welfare of an incompetent person in the first degree as prohibited in § 5-27-201;
22. Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205 and endangering the welfare of a minor in the second degree as prohibited in § 5-27-206;
23. Permitting abuse of a minor as prohibited in § 5-27-221(a);
24. Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, pandering or possessing visual or print medium depicting sexually explicit conduct involving a child, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child as prohibited in §§ 5-27-303 -- 5-27-305, 5-27-402, and 5-27-403;
25. Computer child pornography as prohibited in § 5-27-603;
26. Computer exploitation of a child in the first degree as prohibited in § 5-27-605;
27. Felony adult abuse as prohibited in § 5-28-103;
28. Felony theft of property as prohibited in § 5-36-103;
29. Felony theft by receiving as prohibited in § 5-36-106;
30. Arson as prohibited in § 5-38-301;
31. Burglary as prohibited in § 5-39-201;
32.Felony violation of the Uniform Controlled Substances Act, §§ 5-64-101 -- 5-64-510, as prohibited in the former § 5-64-401 and §§ 5-64-419 -- 5-64-442;
33. Promotion of prostitution in the first degree as prohibited in § 5-70-104;
34. Stalking as prohibited in § 5-71-229; and
(35) Criminal attempt, criminal complicity, criminal solicitation, or criminal conspiracy as prohibited in §§ 5-3-201, 5-3-202, 5-3-301, and 5-3-401, to commit any of the offenses listed in this subsection.

(f) (1) (A) The board may issue a nonrenewable temporary permit for licensure to a first-time applicant pending the results of the criminal background check.

(B) The permit shall be valid for no more than six (6) months.

(2) Except as provided in subdivision (l)(1) of this section, upon receipt of information from the Identification Bureau of the Department of Arkansas State Police that the person holding the letter of provisional licensure has pleaded guilty or nolo contendere to, or has been found guilty of, any offense listed in subsection (e) of this section, the board shall immediately revoke the provisional license.

(g) (1) The provisions of subsection (e) and subdivision (f)(2) of this section may be waived by the board upon the request of:

(A) An affected applicant for licensure; or

(B) The person holding a license subject to revocation.

(2) Circumstances for which a waiver may be granted shall include, but not be limited to, the following:

(A) The age at which the crime was committed;

(B) The circumstances surrounding the crime;

(C) The length of time since the crime;

(D) Subsequent work history;

(E) Employment references;

(F) Character references; and

(G) Other evidence demonstrating that the applicant does not pose a threat to the health or safety of the public.

(h) (1) Any information received by the board from the Identification Bureau of the Department of Arkansas State Police pursuant to this section shall not be available for examination except by:

(A) The affected applicant for licensure or his or her authorized representative; or

(B) The person whose license is subject to revocation or his or her authorized representative.

(2) No record, file, or document shall be removed from the custody of the Department of Arkansas State Police.

(i) Any information made available to the affected applicant for licensure or the person whose license is subject to revocation shall be information pertaining to that person only.

(j) Rights of privilege and confidentiality established in this section shall not extend to any document created for purposes other than this background check.

(k) The board shall adopt the necessary rules and regulations to fully implement the provisions of this section.

(l) (1) For purposes of this section, an expunged record of a conviction or a plea of guilty or nolo contendere to an offense listed in subsection (e) of this section shall not be considered a conviction, guilty plea, or nolo contendere plea to the offense unless the offense is also listed in subdivision (l)(2) of this section.

(2) Because of the serious nature of the offenses and the close relationship to the type of work that is to be performed, the following shall result in permanent disqualification:

(A) Capital murder as prohibited in § 5-10-101;

(B) Murder in the first degree as prohibited in § 5-10-102 and murder in the second degree as prohibited in § 5-10-103;

(C) Kidnapping as prohibited in § 5-11-102;

(D) Aggravated assault upon a law enforcement officer or an employee of a correctional facility, § 5-13-211, if a Class Y felony;

(E) Rape as prohibited in § 5-14-103;

(F) Sexual extortion, § 5-14-113;

(G) Sexual assault in the first degree as prohibited in § 5-14-124 and sexual assault in the second degree as prohibited in § 5-14-125;

(H) Incest as prohibited in § 5-26-202;

(I) Endangering the welfare of an incompetent person in the first degree as prohibited in § 5-27-201;

(J) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205;

(K) Adult abuse that constitutes a felony as prohibited in § 5-28-103; and

(L) Arson as prohibited in § 5-38-301.

As a condition of enrollment, each student will sign a Criminal Background Check Policy Release Form indicating, they have read ACA § 17-87-312 and understand that graduating from a nursing program does not assure the ASBN’s approval to take the licensure examination. If the student has questions or needs to seek clarification of the policy, contact the Dean of the HCCN and the Arkansas State Board of Nursing at 501-686-2700 or www.arsbn.org.
Health and Safety Documents Required for Admission

Please submit all health and safety documentation to www.castlebranch.com via electronic procedure outlined on the Health Regulations packet by:

March 2nd for Fall  or  October 2nd for Spring

Required Health and Safety Documents

- Self-Reported Health History
- Verification of Health Status
- Record of Immunizations
- Current CPR certification
- Current TB skin test documentation (In compliance with Arkansas Public Health Department guidelines.)
- Students are required to get two TB skin tests before entering HCCN. (Per HU policy International students must get a T-SPOT® TB-test (T-Spot) before entering HCCN)
- Documentation of completed series Hepatitis A vaccine
  Note: Hepatitis A series may take **6 months to complete**.
- Documentation of competed series Hepatitis B vaccine
  Note: Hepatitis B series may take **8 months to complete**.
  (Hepatitis A and Hepatitis B combination is available.)
- These Health and Safety forms are provided by the Director of Admissions via the student’s HU email address.
- Drug Screen

Liability Insurance

Applicants must have current liability insurance; this is paid through the clinical course fees. The liability insurance covers the student only when functioning in the role of a nursing student in clinical courses. If the student has a full-time or part-time nursing job, the work situation will not be covered by this insurance; the student will need to obtain additional personal liability insurance. Liability insurance can be purchased from the National Student Nurses’ Association as a member of the Harding Nursing Student Association (HNSA).

Health Insurance

Applicants to the Carr College of Nursing must have health insurance coverage while a nursing student at Harding University.

The Harding University Carr College of Nursing (HCCN) requires that all nursing students in NURS 1000, NURS 2030, NURS 3000, and all nursing clinical courses have hospital/medical insurance. The campus student health service does not cover emergency care, X-rays, dental care, physician’s fees, hospitalization, or cost of medications prescribed by a physician. The HCCN or University as well as the clinical agency cannot assume financial responsibility for any medical services, even if an injury/illness is a direct result of patient care activities. Students are financially responsible for the costs of healthcare services received.

Information on various student health insurance plans are available through the HU Office of Human Resources, located in the Ezell Building, room 130.
Program Expenses

Students should expect additional expenses from the time they enroll in the freshman nursing courses until the end of the nursing program. Certain courses have fees, to pay for HNSA fees, liability insurance and laboratory supplies, which are essential for learning. Nursing students may spend more on textbooks because of the high cost of professional books, and unavailability of used nursing texts. Nursing students tend to keep their textbooks rather than resell them. Professional and scientific books are continually updated and most have electronic resources. The rapid changes in health care require frequent new editions of textbooks. Students may choose to purchase additional (HCCN recommended) software versions of certain nursing texts. A laptop computer or equivalent computing device will be required of those students entering the HCCN beginning in Fall 2014. Refer to the Carr College of Nursing section in the Harding University Catalog for a list of current estimated expenses.

Scholarships and Loans

There are several nursing scholarships available to students, which are listed in the Harding University Catalog. Any student with financial need is highly encouraged to contact the Student Financial Services office. Contact the Director of Admissions’ office for necessary information and forms for nursing scholarships. Scholarships are awarded the spring semester prior to the next academic year.

Many times, students are in need of small amounts of money to temporarily assist them in continuing in college. A loan fund exists through the University Student Association for small loans. Other financial assistance is available through the military branches and professional associations.

Advanced Placement Students

Applicants with previous nursing education may establish advanced placement in the Carr College of Nursing by direct transfer of college credits, successfully completing entrance requirements, successfully completing the NURS 3150 Nursing Transition course, and/or by challenging or validating specific nursing courses by examination. These applicants are individually evaluated, advised, and placed within the HCCN undergraduate program according to their previous achievements.
PROGRESSION AND RETENTION

The Carr College of Nursing's policies and criteria for progression and retention require a student to achieve a grade of "C" (70.0% without rounding) or higher in each nursing course, to maintain a minimum nursing GPA of 2.50. (Also see Passing Course Grades.) At the end of each semester a student's grades from the current semester are reviewed to determine if a student is continuing to meet the minimum grade and GPA requirements. If a student does not meet these requirements, the student will be placed on academic probation in the Carr College of Nursing.

Many efforts to promote retention have been developed by the HCCN faculty.
1. HCCN administration and faculty hold orientation meetings each semester for all Level I and Level II nursing students to enhance communication between students, faculty, and administration.
2. The financial needs of students have been addressed by the procurement of several scholarships for nursing students. Students enrolled in HCCN, or those applying for admission, should apply for these scholarships before March 2nd each year.
3. On-campus pre-nursing students have orientation sessions each semester and may participate in HCCN activities such as nursing and healthcare programs and socialization activities. Nursing students are strongly encouraged to become active members of the Harding Nursing Student Association, a pre-professional organization. Students elect a class representative for HNSA from each pre-nursing class (NURS 1000, NURS 2030, and NURS 3000) as well as from both tracks in Level I and Level II. An introductory nursing course (NURS 1000) is offered in the freshman year to provide early and meaningful contact with HCCN.
4. Off-campus pre-nursing students receive information about status in the program and other relevant information via letter, phone, e-mail, and personal interviews.
5. The student’s Harding email address is HU’s official method of communication. Students are responsible for regularly checking this address.
6. Communication is maintained with transfer students to provide personal academic counseling and a smooth transfer process to HCCN.
7. Commensurate with HCCN’s belief that faculty are facilitators of learning, continual monitoring of student progression is maintained to facilitate all students’ learning, including identifying students at risk for learning difficulties. Students desiring assistance with learning are encouraged to meet with course faculty, academic advisors, and the Center for Student Success.
8. HCCN faculty participates in the HU Early Alert and CARE Program to facilitate students’ academic success. This program is designed to identify students at risk of academic progression difficulties early in the semester and intervene through available academic support services. (Students receiving an Early Alert email are to contact their course coordinator and faculty advisor as soon as possible.)
9. All upper level students participate in a HCCN clinical orientation at the beginning of each semester. This allows students time to refresh basic nursing care skills, enhance critical thinking and nursing judgment, practice developing concept maps, enhance medication safety, and further develop their communication skills, both therapeutic interpersonal skills as well as written documentation skills.
10. An informational meeting for all incoming Level IA students is conducted by Dean Kehl each semester.
General Guidelines for Student Progression

1. A student must receive a minimum final grade of a "C" (70.0% without rounding) or higher in all nursing courses. Any student who receives a final grade of less than a "C" (70.0% without rounding) in a nursing course must repeat that course. A student will be allowed to progress if the following conditions exist. If the student:
   A. maintains a minimum nursing GPA of 2.50
   B. receives a “C” (70.0% without rounding) or higher:
      ▪ in the theory portion of a clinical course;
      ▪ in the clinical portion of a clinical course; and
      ▪ on the Clinical Evaluation Tool (CET).
   D. receives a 75.0% without rounding, or higher, on the average of course exams.
   E. receives a 75.0% without rounding, or higher, on the Clinical Competency Evaluation, including clinical written final test. If course does not have a clinical written final test, Clinical Competency Evaluation score must be 75.0% without rounding, or higher.
   F. receives an 80.0% without rounding, or higher on all skills validations. (2 attempts to revalidate allowed on maximum of 3 skills, except for final validations with no second attempt.)
   G. achieves ≥ 90% on the Dosage Calculation Competency Exam in a clinical course (has two testing attempts). If unsuccessful on first attempt, must participate in remediation prior to second/final attempt.
   H. Students who withdraw from four or more nursing courses will not progress in the HCCN program. If a student withdraws from nursing courses in the first semester, then the student must reapply.

2. Any Level I or Level II student who receives less than a “C” in any nursing course must successfully complete NURS 3100 Independent Study (for Student Success Seminar) the semester following the nursing course failure.

3. It is the student’s responsibility to monitor his/her academic progression toward the completion of course and degree requirements and to maintain good academic standing (See Academic Probation Policy #4). The student is responsible for seeking guidance from the assigned faculty advisor to facilitate degree planning.

4. Final decisions regarding student progression are the responsibility of the Dean of the Carr College of Nursing. Final decisions are placed in the student's permanent records.

5. Traditional and transfer students may progress to Level II courses provided they have successfully completed all Level I theory and clinical courses.

6. The student has the right to appeal any course grade according to the academic grievance procedure outlined in the current edition of the Harding University Catalog.

Academic Probation Policy

1. A student may enroll in the same nursing course no more than two times (see 5.A. and B.).
2. A student will be placed on academic probation within the Carr College of Nursing when any one of the following conditions exists. If the student:
   A. Earns a final grade of less than a "C" (70.0% without rounding) in any of the following nursing courses: NURS 3210, NURS 3500, NURS 3510, NURS 4200, NURS 3540, NURS 3620, NURS 4120, NURS 3550, NURS 3450, NURS 4530, NURS 4540, NURS 4550, NURS 4620.
   B. Earns a grade of less than 75.0% without rounding on the average of course exams.
   C. Earns a grade of less than 75.0% without rounding on any clinical competency evaluation.
D. Does not maintain a minimum nursing GPA of 2.50.

3. If a student has been placed on academic probation within the Carr College of Nursing, the following conditions will apply to the probationary period:
   A. The student who has been placed on academic probation will be required to take a reduced nursing credit hour load 13-15 hours the semester of probation. The schedule must include the course(s) to be repeated.
   B. The student’s academic schedule must reflect individualized stipulations specified in the probation letter from the Dean or Assistant Dean of Student Affairs of the HCCN.
   C. Admission into courses that must be repeated is based upon availability of openings. Probationary students will be placed as space is available.
   D. The Carr College of Nursing Student Services Committee may require a student to leave the Carr College of Nursing for one semester if the committee determines this action to be in the student’s best interest. If and when the student returns he/she will be placed on academic probation in the Carr College of Nursing for that semester.
   E. All required Level I nursing courses must be passed with a “C” (70.0% without rounding) or higher before progression to Level II. No exceptions to this policy will be made for students to maintain full-time status.
   F. Students who are placed on academic probation should expect to graduate at least one semester later than originally planned.

4. The student on academic probation may be returned to good academic standing in the nursing program if all of the following conditions are met:
   A. A minimum grade of "C" (70.0% without rounding) or higher is achieved in the repeated nursing course(s) as well as all other nursing courses taken during the probation semester.
   B. A minimum nursing GPA of 2.50 or higher is obtained.

5. A student will receive permanent academic dismissal from the Carr College of Nursing under any one of the following conditions. If the student:
   A. Does not pass (achieves less than 70.0% without rounding) the same nursing course after the second attempt.
   B. Does not pass (achieves less than 70.0% without rounding) up to two different nursing courses required for the BSN degree. (NURS 3210, NURS 3500, NURS 3510, NURS 4200, NURS 3540, NURS 3620, NURS 4120, NURS 3550, NURS 3450, NURS 4530, NURS 4540, NURS 4550, NURS 4620).
   C. Does not complete the nursing program within four (4) years of admission into the Carr College of Nursing.
   D. Commits an academic misconduct class B sanction or a second class A sanction. (Refer to University Academic Misconduct Policy)

6. If a student is on academic nursing probation and ‘withdraws failing (WF)’ from any nursing course, that student will not be considered to be in ‘good academic standing’ within the nursing program, even if all other nursing courses that semester have been passed.

7. If a student's probationary status is due only to a dropping of the nursing GPA below 2.50, the probation status will be removed at the end of the semester in which the student’s nursing GPA is returned to 2.50 or higher. (Note that achieving only a minimum passing grade may not sufficiently raise the nursing GPA.) The student will have one semester in which to accomplish this task. (Refer to #4. B. in this policy.)
8. If a student’s probationary status is incurred in the final semester of the Level II year due only to the nursing GPA being less than 2.50, the student will be able to graduate if all other requirements have been satisfactorily met.

9. A student will not be permitted to graduate from the Harding University Carr College of Nursing with a final grade less than a "C" (70.0% without rounding) in any required course with a nursing prefix. This will be true even if the final grade of less than a “C” is incurred during the last semester of a student's Level II year. [Even though a final grade of less than a “C” (70.0% without rounding) in NURS 1000, NURS 2030, NURS 3000, and NURS 3630 does not result in an academic probation status, the student must ultimately achieve a minimum grade of “C” (70.0% without rounding) or higher in these courses to progress in the program.]

10. Students on academic/ethical probation may be advised not to participate in extracurricular activities and health care mission trips, if the timing of the trip or activity requires time to be missed from required classes or clinical experiences during the semester. All students must obtain prior approval from course coordinators of required nursing courses prior to planning health care mission trips or activities such as HNSA, ANSA, or NSNA meetings, non-nursing sponsored activities, etc., which involve class and/or clinical learning experiences. Violations of this policy may affect the student’s final course grade.
Graduation Limitation Statutes

University’s Statute of Limitation for Graduation

The terms of graduation outlined in the University Catalog under which a student enrolls at Harding may be withdrawn or superseded by later requirements if the student has not graduated within four years of admission to Harding University.

Nursing’s Statute of Limitation for Graduation

Following Level I Carr College of Nursing admission, nursing courses are to be completed within four consecutive years. If a student DOES NOT graduate within four consecutive years following admission to the Carr College of Nursing, the student’s progress will be evaluated by committee and an individualized remediation plan will be developed to ensure competency and safety as a new graduate. This may include repeating courses.

GRADUATION AND LICENSURE

Graduation and Licensure Expenses

During the semester of graduation, the student can expect from $500 to $1,000 additional expenses for licensure preparation and application, and other graduation expenses. Prices vary and exact information is available at the beginning of the graduation semester.

Pinning Ceremony

The Pinning-Rose Ceremony is a special ceremony to celebrate the graduates’ completion of the program and to honor their families. It is held each semester the day before commencement. All current graduates for that semester are to attend. Graduates honor selected loved ones by giving them a rose. The Carr College of Nursing pin and professional awards are presented during that ceremony. Awards include the Head, Heart, and Hands Award, Outstanding Colleague Award, Outstanding Community Service Award, Outstanding Academic Achievement Award, Outstanding Portfolio Award, and Daedalus Award. Award recipients receive plaques and their names are placed on plaques in the Carr College of Nursing.

The Level II B graduating class will select representatives to serve on a planning committee with faculty, interested others, and appointed students to plan the Pinning-Rose Ceremony. The ceremony is to be planned within the criteria, budget, and guidelines for this ceremony. The committee will develop a budget and a time schedule for timely task completion. All matters pertaining to the ceremony are to be approved by the Dean and her designate(s).
Nursing Pin

The official Harding University Carr College of Nursing pin since the first class (1977) is presented to the student at the Pinning-Rose Ceremony. The Carr College of Nursing pin is part of the graduate's uniform and may be required by a clinical agency while the graduate is working for the agency. If the graduate’s nursing pin is lost, the graduate may purchase another pin by directly contacting the Dean's Office in the Carr College of Nursing.

Graduation

During the first semester of the Level II year the nursing student must file a “Request for Degree” form with the Registrar’s Office, including a degree evaluation audit signed by the student and their faculty advisor. The student is also encouraged to register with the Alumni Office.

NCLEX-RN® Licensing Examination

Following graduation, the National Council of State Boards of Nursing (NCSBN) offers a national computerized test, providing the opportunity for a graduate to become a registered nurse. The test is called the NCLEX-RN® and is given in every state and eligible U.S. territory. Final approval to be eligible to take this examination rests with the Dean of the Carr College of Nursing; the Arkansas State Board of Nursing, or its equivalent, makes the ultimate eligibility decision following graduation from an approved nursing program such as Harding’s.

The graduate may take the test in any state provided the applicant meets the state’s eligibility and approval requirements; the national testing service or U.S. territory also makes testing slots available. All students may obtain the National Candidate Bulletin from the NCSBN website at www.ncsbn.org. Early in the Level II year, students taking the exam in states other than Arkansas are urged to write for or obtain an application from the state board of nursing of the state in which they desire to take the test. An application may be printed from the state’s Board of Nursing website. State addresses and electronic links are on the National Council of State Boards of Nursing’s website (www.ncsbn.org). Each student is responsible for obtaining his or her own application. This information is reemphasized during the semester of graduation.

DACA Statement:

Effective April of 2019, the Arkansas Board of Nursing (ASBN) allows Deferred Action for Childhood Arrivals (DACA) to sit for the national licensing exam, the NCLEX-RN, and be licensed in the state of Arkansas. Students may seek initial licensure in Arkansas, provided they meet all other qualifications, and are responsible for following that state's regulations. For further questions on the topic and guidance for potential eligibility in other states, please contact the
Arkansas Application
Effective May 1, 2002, all persons seeking initial licensure as a nurse in Arkansas are required to undergo Federal Bureau of Investigation (FBI) and Arkansas Criminal Background Checks. The background checks shall be completed no earlier than 12 months prior to the application for licensure by examination. Very early in the student’s final senior semester in the HCCN, the student will obtain the Arkansas State Board of Nursing (ASBN) Fingerprint Card (part of the Criminal Background Check) from the Dean’s office. The FBI Fingerprint Card must be completed according to specific directions. The Arkansas Criminal Background Check Form must be completed according to specific guidelines (see online) and every question on the form must be answered truthfully. The Arkansas State Police will send the criminal background check results directly to the Arkansas State Board of Nursing. Applications for NCLEX-RN® will not be processed until the FBI and Arkansas Criminal Background Check results are in the Arkansas State Board of Nursing’s office. The state’s website (www.arsbn.org) will contain current licensure application information and nursing practice laws. Students are encouraged to check the site often while a student, as information, such as cost, is frequently updated.

Applications for States Other than Arkansas
Students seeking initial licensure in states other than Arkansas are responsible for following the individual state’s regulations regarding criminal background checks. The student must complete that state’s NCLEX-RN® application form as directed on the application and, usually, must bring the completed form to the Dean’s office. If indicated, the form will be mailed from the Dean’s office.

Transcripts
Official transcripts required by each state for initial licensure in that state are available to be mailed from Harding’s Registrar’s Office between 4 to 6 weeks following graduation. No transcripts can be sent unless the student has previously completed a signed transcript release form in the Dean’s Office. Requesting a transcript must be done by the student; no other person or University employee may request a transcript for a student. NCLEX-RN® test results will not be released without an official transcript. Occasionally a transcript is withheld; the graduate must contact the Registrar’s Office should this occur.

Applications
All applications require a monetary fee designated by each state’s law and by the National Council of State Boards of Nursing. All national and state application deadlines must be met to be eligible to take the NCLEX-RN®. The student is urged to send all applications by certified mail.

Temporary Permit
In Arkansas, the graduate will not be issued a temporary nursing permit until the FBI background check is completed and the graduate is registered for testing; temporary permits are available only in select states, including Arkansas. Some states have additional eligibility requirements to become licensed in that state. For example, new graduates may be required to work a required number of hours in a hospital following graduation before the applicant (candidate) is declared eligible to take the licensure examination. Temporary permits are time-limited and become void upon a decision of “pass/fail” of the licensure examination. Currently, in Arkansas, a temporary permit is issued for a new graduate for 90 days; and extension of the permit is not available. The new graduate, in Arkansas, must take the NCLEX-RN® during the time of the permit.
SUPPORT SERVICES

Learning Resources Centers

The Learning Resources Centers provide an abundance of resource materials to nursing students for many areas of the nursing curriculum. The faculty provides lists of required audio-visual or computer assignments for each course.

The Learning Resources Centers consists of the following: the Martha Ruth Simmons Nursing Learning Center, the Clinical Practice Center, the Health Assessment Center, and the Competency Development Center.

These centers are overseen by the Learning Resources Coordinator and are designed to facilitate nursing student learning. Only faculty and nursing students are to be in the centers. Assistants are available to obtain the needed materials and to help with use of the equipment. Any questions or problems should be referred to them. Hours for the Resources Centers as well as the names and telephone numbers of lab workers will be posted on the door of the Simmons Nursing Learning Center and the Clinical Practice Center at the beginning of each semester and summer session.

No food or drink is to be in any of the Learning Resource’ Centers.

Note: Refer to Harding publications and the HU Pipeline for information and links to campus services available to all students, such as the Center for Student Success, including specific services such as:

*Academic Resource Center   *Student Support Services
*Counseling Center   *Student Health Services

(See HCCN Student Resource Booklet for additional information on each of these services).

Media Center: Duplication of Educational Materials

Personal items are duplicated in the University’s Media Center. The Center operates on a Monday through Thursday schedule from 8:00 am to 7:00 pm; Friday 8:00 am to 5:00 pm; Saturday 11:00 am to 7:00 pm; Sunday 1:30 pm to 7:00 pm; summer hours vary and are posted at the Media Center.

Brackett Library: Reference Materials

Students are encouraged to explore the Brackett Library since many library resources are necessary for completion of learning experiences in nursing courses. Often readings are placed on reserve in the library. Adequate readings are placed per student population, but it is imperative that the student respect peers’ right to access reserved materials. The materials are not to be removed from the library. The student is expected to; adhere to established time limits to read materials; report missing or damaged materials to the librarian and faculty member coordinating the course; not mutilate or destroy library materials; or etc. Replacement of materials is costly and occasionally impossible because the readings are no longer in print.

Assistance in finding materials may be obtained from the Brackett librarians and reference assistants. The library offers on-line searches on CINAHL, Medline, Health Source-Consumer and Nursing/Academic Edition, Alexander Street Press Nursing Education in Video, MD Consult. eMedicine, Dynamed, Cochrane Database, Micromedex, Docline, PubMedCentral, ScienceDirect, as well as the Ebsco and FirstSearch general databases. Interlibrary loan services are also available for materials not available at Brackett Library. Also, the HCCN’s Learning Resources Center has the on-line Brackett Library catalog in the Simmons Laboratory.
Public Safety

While in the Carr College of Nursing building after 5:00 p.m. and during weekends, the following are sequential steps to obtain campus security assistance:

- Call the Office of Public Safety at 279-5000, (or extension 5000 if using a campus phone.)
- If there is no answer at 279-5000, call the Operator and ask the operator to notify the Office of Public Safety.

While in the Carr College of Nursing building, students should maintain locked doors at all times after 5:00 p.m. Doors to the outside are NOT to be propped open for convenience. It is the responsibility of all students to help with security in the evenings. Students are encouraged to travel in pairs when on campus in the evenings.

If anyone who should not be in the Carr College of Nursing building is present at any time or if someone is being disruptive, the Office of Public Safety should be notified immediately. A phone is available in the Simmons Laboratory and in the Clinical Practice Center for student worker use.

Nursing students travel to Little Rock and other locations for clinical experiences. HCCN encourages students to practice safe behavior on and off campus:

1. Whenever possible, travel in pairs. Students are encouraged to ride with other students to all clinical experiences.
2. When leaving campus, let someone know where you are going, and when you plan to return.
3. If you feel unsafe on campus for any reason or at any time, call the campus Office of Public Safety (279-5000) immediately. The campus Public Safety officers are available to escort you to your car, dormitory, or apartment at any time. If you need an escort, call the Office of Public Safety 10-15 minutes before you plan to depart.
4. Maintain a positive, confident posture and demeanor. Always know where you are going and how to get there. Keep your head up and be aware of your surroundings.
5. When approaching your car, remember to look around and under the vehicle, and in the back seat before entering the car. If you see anything suspicious, return to the building and call the Office of Public Safety.
6. Students may want to enroll in self-defense classes or learn martial arts. Mace or pepper spray is also a good self-defense choice for some students.
7. Students may sign up for free auto cell phone text notification (and email) of emergency situations potentially affecting the campus. (See the Office of Public Safety website, www.harding.edu/dps)
HCCN GENERAL POLICIES

Students with Disabilities Policy (Per Harding University Policy)

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 205 in the Hammon Student Center (second floor), telephone, (501) 279-4019. The Carr College of Nursing will make every reasonable effort to accommodate student learning needs.

Nondiscrimination Policy

Harding University follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. Harding does not discriminate in admissions, programs, or any other educational functions and services on the basis of race, color, creed, national origin, gender, age, veteran status, religion, or disability to those who meet its admission criteria and are willing to uphold its values as stated in the University’s Code of Conduct. Harding has a nondiscrimination policy available upon request in the offices of Student Life and Human Resources. Refer to the nondiscrimination statement in the Harding University Catalog.

Harding University Complaint Policy

Harding University is committed to fair treatment of its constituents in their relationships with the administration, faculty, staff, and students. The purpose of this policy is to establish, implement, and operate a complaint procedure. This policy and the formal complaint form are accessible on the Harding University Consumer Information website (www.harding.edu/consumerinfo).

Exceptions:

• This policy does not govern sexual-harassment complaints. Make complaints of student-to-student sexual harassment and employee-to-student sexual harassment to Harding’s Title IX Coordinator, Mr. Zach Neal, Assistant Vice President/Dean of Students, Student Center, Room 218, (501) 279-4331. Make complaints of employee-to-employee sexual harassment to Mr. David Ross, Director of Human Resources, Ezell Building, Room 131, (501) 279-4380.

• The faculty, staff, and student handbooks have processes for addressing certain complaints and grievances. This policy does not replace those processes.

I. Informal Complaints

Many matters can and should be handled informally by communicating with those directly involved and/or responsible. In most cases, matters can be resolved at such a level without a formal complaint. Informal attempts seeking resolution MUST occur before filing a formal complaint. If a person has an informal complaint and does not know which office would best address it, a message with a brief description of the matter can be sent to consumerinfo@harding.edu.
II. Formal Complaints
An individual may initiate a form complaint only when a matter cannot be resolved informally. There are two categories of complaints: Student and Constituent.

A. Student Complaints

The only persons eligible to file a student complaint are (1) a student enrolled at Harding University full-time or part-time at the time they file the formal complaint, and (2) those enrolled at Harding University in the previous semester.

The two types of complaints that may be filed only by students are (1) Academic Grievances (complaints regarding such issues as grades, academic progression, or academic standing), and (2) Academic Integrity Appeals (faculty, staff and administrators can file a report for suspected violations of academic integrity and misconduct).

In either of these two cases, do not use this form. Please refer to the catalog for filing such complaints.

B. Constituent Complaints

Both students and non-students may file constituent complaints, including but not limited to issues regarding facilities, events, programs, and campus activities, using the form available at www.harding.edu/consumerinfo.

III. Process:
Formal complaints must be submitted in writing using the form available at www.harding.edu/consumerinfo. Each submitted report will receive an email response to verify that the complaint has been received. If a matter submitted via the complaint form has not been attempted to be resolved informally, the complainant will be notified to follow the informal process first. Policies stated in the student, staff, and faculty handbooks will apply.

Based on the complaint and information obtained through investigation, the responsible individual(s) will decide the facts surrounding the issue, determine the complaint’s validity, and attempt to resolve the matter. The complainant will receive written notification of the final decision.

All formal complaints and the correspondence related to them shall be kept on file for a minimum of ten years, and will be made available to regional accrediting bodies upon request.

All aspects of student complaints shall be treated as confidential in accordance with Harding University policies regarding the confidentiality of student records.
Functional Abilities – Core Performance Standards Policy

To meet the requirements for participation in the learning activities of the Carr College of Nursing courses the student must be able to perform certain activities/meet essential performance standards. The practice of nursing requires the safe and effective utilization of research, critical thinking, leadership knowledge, Christian principles, and communication abilities, as well as adherence to professional standards and demonstration of clinical competence in a variety of clinical settings. The standard of care requires all students be able to meet the physical and cognitive demands of the clinical settings as well as exhibit sound judgment at all times. Students may not be under the influence of any substance or medication (including but not limited to medical marijuana) that can alter behavior, physical ability or mental function.

The Carr College of Nursing in collaboration with the National Council of State Boards of Nursing has developed a list of “Functional Abilities/Core Performance Standards” which are essential for safe and successful participation and progression in the nursing curriculum. Each student must be able to regularly demonstrate and perform the activities on the Functional Abilities Form (FAF). Students in NURS 1000, NURS 3150, NURS 3000, and in the first semester of Level I and II in the Carr College of Nursing are asked to evaluate their ability to meet (or to acquire the ability to meet) the Core Performance Standards by completing the Functional Abilities Form, ensuring it is updated at least annually through graduation. Failure to document any medication or condition which could jeopardize patient and/or student safety in the clinical setting may result in removal from the course. It is the student’s responsibility to update their FAF when experiencing changes in medications or health status.

Any student who is reentering the HCCN is asked to complete a new Functional Abilities Form. A new Functional Abilities Form also needs to be completed: if the student is entering the HCCN longer than one semester after completing NURS 3000 and in any situation where the student experiences alterations in health (physical and/or mental) status (childbirth, surgery, injury, newly diagnosed condition(s), or newly prescribed/changes in medications).

If a prospective student cannot meet the Core Performance Standards for admission, or if a current student becomes unable to meet the Core Performance Standards, the Carr College of Nursing, in consultation with the Harding University Student Support Services Disabilities Specialist will determine, on an individual basis, whether or not the necessary accommodations can be made. (See Infectious/Communicable Disease Policy) With some conditions the clinical agency may require self-reporting and may not allow the student to participate in clinical experiences in their agency. The clinical agency has the right to determine whether the student may participate in/continue learning experiences in their agency. The use of a trained intermediary is not acceptable, in that a prospective student’s judgment must not be mediated by someone else’s power of observation and selection. A student must have documented accommodations during the nursing program in order to be eligible for accommodations during NCLEX-RN® testing. A copy of the Functional Abilities Form is available for review in the Carr College of Nursing Director of Admissions’ office.

If at any point in the nursing program, a faculty member observes student behaviors and/or responses indicating that the student does not possess (or does not possess the ability to acquire) any one of these essential functional abilities, the faculty member will inform the course coordinator. If conditions warrant, the Harding University Student Support Services Disabilities Specialist will be consulted to initiate an assessment of the student’s situation. Based upon recommendation from the Disabilities Specialist, the Carr College of Nursing may require that the student withdraw from specified courses until such time that the student can demonstrate that
performance has improved to sufficiently continue the program of study. The Carr College of Nursing seeks to comply with the Americans with Disabilities Act (ADA).

**Physical Examination of the Human Body and Practice of Nursing Procedures**

Learning situations throughout the nursing curriculum require viewing and touching anatomically correct simulated models, viewing human anatomical parts in textbooks and on slides, videos, DVD’s, or interactive computer programs, performing complete physical examination of patients (adult and child) and/or classmates, and discussing/documenting assessments using professional terminology. Students who experience difficulty with these learning situations have a responsibility to contact the course coordinator and discuss their concerns.

Patient physical assessments/examinations and interventions are required in multiple nursing courses. Students in clinical learning situations function in a nursing role which includes assessment/examination of body systems including but not limited to integumentary, cardiovascular, respiratory, gastrointestinal, and reproductive systems.

No invasive procedures are to be practiced on anyone without direct supervision of a licensed nurse. Professional boundaries, Christian principles and safe practice standards are to guide behaviors in all learning experiences. (See www.ncsbn.org/professional-boundaries.htm for professional boundaries expectations of nurses.)

Students are advised that in all clinical practice settings audio and visual recording may occur without advanced notice for evaluation and security purposes.

**Chapel Attendance Policy**

Nursing students are expected to attend chapel per University policy. The exception is during clinical rotations. Absences from chapel are excused only on those days the students are in the clinical area for academic purposes. This does not include days that the student is involved in preclinical preparation activities at times other than scheduled clinical days. All Level II 2B fulltime nursing students will be excused from chapel during clinical weeks on Tuesday, Thursday and Friday. All fulltime Level I and Level II A nursing students will be excused from chapel on Tuesdays, and Thursdays for clinical purposes. NURS 3000 students will be excused from chapel on Tuesdays or Thursdays for clinical purposes. Chapel skips will be prorated based on other required chapel days. Accelerated track students do not have a chapel requirement.

Chapel attendance, absences, and tardies are recorded daily in the Office of Student Life. Each student should check their Campus Pipeline account periodically to ensure an accurate record. If there are problems or questions, contact the Office of Student Life on the second floor of the Student Center. (See www.harding.edu/assets/www/student-life/pdf/student_handbook.pdf See page 7.)

**Transportation Policy**

Clinical experiences are arranged in a variety of locations. Transportation to the clinical area is the responsibility of the student. Each student needs access to a vehicle by the beginning of the clinical portion of NURS 3000. No adjustment in clinical assignments will be made because the student does not have access to a car. Car-pooling among students for clinical experiences is
recommended and may be required at some clinical agencies. Expected travel expenses are
detailed in the HU Catalog. Faculty are not allowed to transport students to/from clinical
experiences.

Weather Policy

The Carr College of Nursing adheres to the University policy on inclement weather. Unless a
decision is announced to the contrary, classes will be held as scheduled. Due to the majority of the
Harding University student body living on campus, classes are rarely cancelled. When weather
that would make travel dangerous/precarious is present in the Harding University service area, the
Harding University President and appropriate administrators will make the decision regarding
cancellation and/or delay of classes. Carr College of Nursing faculty will cancel/delay classes
and/or clinical learning experiences in accordance with University directives.

Harding University announcements regarding cancellation/delay of classes will be broadcast via
the Harding University Pipeline, the free auto cell phone text notification, the Harding University
radio station (KVHU 95.3 FM), local radio stations, the Harding University channel (Channel 16
on cable), and the Little Rock television stations. When inclement weather is forecast, individual
HCCN course coordinators will inform clinical groups of the procedure to follow regarding
continuance or cancellation of clinical experiences. Should the class or clinical time or assignment
expectations for a course be affected by accommodations for inclement weather, the course
coordinator will communicate course meeting time or assignment alterations.

The student must exercise judgment regarding travel during inclement weather. If no
announcement has been made regarding cancellation of classes and the student believes it would
be dangerous to travel to school and/or clinical sites, the student is advised to stay home. Under
these circumstances, however, the student must make every effort to contact the appropriate
faculty and explain the situation. The student must then work with the course faculty to
complete any course or clinical work/learning experiences missed.
### COURSE POLICIES

#### Classroom Behavior Guidelines

Professional behavior is expected in the classroom, lab, and clinical site. In summary, follow the “Golden Rule” (Matthew 7:12), treating others as you would want to be treated.

**Attentiveness**
- The student is on time and stays until the faculty dismisses class.
- The student is alert and demonstrates attentiveness by taking notes and asking appropriate questions.
- The student is engaged in the present class rather than studying for or completing assignments for another class.

**Respect**
- The student demonstrates respect for authority and for peers.
- The student is kind and courteous, displaying civility and Christian behavior to faculty, peers, and fellow health care associates.

**Cooperation**
- The student works effectively in large and small groups.

**Appearance**
- The student’s personal hygiene and appearance/dress reflect the standards expected of a professional nurse and the standards of the University’s dress code.

**Professional Behaviors**
- The student does not engage in disruptive or distracting activities including but not limited to: talking to peers, note-passing, going to the restroom during class, text messaging, recording of learning and evaluation sessions, using online social networking websites, using electronic devices.
- The student turns off cell phones. (Extenuating circumstances are to be discussed with the course faculty prior to the beginning of class.)
- The student does not use electronic devices for non-class activities during class or for activities not related to the class in which the student is located.
- The student does not engage in audio/videotaping/recording and photography in any classroom setting. Written permission of all students involved is required prior to audio and video student recording related to course assignments.
- The student is expected to use professional and appropriate resources and media for all assignments.
Consequences for Violation of Behavior Guidelines

- First Occurrence: Choosing not to adhere to these guidelines may result in a verbal warning.
- Second Occurrence: May result in being asked to leave the classroom resulting in an absence and a written warning placed in the student’s file
- Third Occurrence: The student will be required to meet with the HCCN Dean or Assistant Dean of Student Affairs before returning to this class. Possible outcomes from this meeting could result in course dismissal. Infractions in multiple courses could result in program dismissal.
- **Note:** A student recording anyone in any format without their permission is an ethical violation.

Behavior Guidelines in Learning Centers

The HCCN Learning Centers are vital learning environments and include: the Health Assessment Center, the Simmons Laboratory, the Clinical Practice Learning Center, the Holistic Health Center, the Competency Development Center and the Anesthesia Learning Competency Center. In order to maximize student learning, all students are expected to model professionalism when in that environment. For safety reasons faculty or skills lab worker supervision is required. The student must adhere to the following guidelines:

Appearance
- The student will wear either an official HCCN approved lab coat over classroom attire or HCCN scrubs for ALL nursing skills validations and clinical competency test experiences, as well as during any other learning activities in HCCN’s Learning Centers.
- The student will also wear the official HCCN photo ID badge.
- The student will wear close-toed footwear at all times for safety reasons.

Respect
- The student demonstrates respect for others by refraining from disruptive or distracting behavior while others are practicing, validating, or having class in another area of the learning centers.
- The student uses beds for skill purposes only.
- The student remakes bed neatly and cleans/straightens the area after use.
- The student does not eat, drink, or chew gum in the HCCN Learning Centers.
- The student removes shoes when in the beds in a “patient role”.

Professional Behaviors
- The student interacts in a civil manner when interacting with others in any of the HCCN’s Learning Centers.
- The student turns off cell phones during practice/validation/clinical competency testing.
- The student does not bring/have visitors/friends/family/significant others in the HCCN Learning Centers.
• The student does not engage in audio/videotaping/recording and photography in the HCCN Learning Centers. Written permission of all students involved is required prior to audio and video student recording related to course assignments.

Accountability

• The student will bring necessary supplies/equipment/validation and clinical competency testing forms as required.

• The student will return any borrowed equipment (e.g. stethoscope, lab coat) within specified time frame and undamaged.

• The student will report any broken/malfunctioning equipment to the Learning Center’s Coordinator.

Stewardship

• The student will fold and replace linen neatly after use.

• The student will dispose of sharps properly and will not place non-sharp items in the sharps containers.

• The student will use supplies in a conservative manner.

• The student will use the bedside computers for skills purposes only.

• The student will keep manikins covered when not in use and remove all dressings, supplies, or equipment applied to manikins during practice.

Consequences for Violation of Behavior Guidelines

▪ First Occurrence – Choosing not to adhere to these guidelines may result in a verbal warning and/or failure of a scheduled skills validation.

▪ Second Occurrence – May result in being asked to leave the Clinical Practice Learning Center setting resulting in an absence and a written warning placed in the student’s file.

▪ Third Occurrence - Third Occurrence: The student will be required to meet with the HCCN Dean or Assistant Dean of Student Affairs before returning to this class. Possible outcomes from this meeting could result in course dismissal. Infractions in multiple courses could result in program dismissal.

▪ Student is subject to academic integrity sanctions per HCCN and HU policies.

▪ Note: Recording anyone in any format without their permission is an ethical violation.
Attendance in Nursing Courses Policy

Professionalism in nursing practice demands accountability and responsibility in course and clinical attendance. **Class and clinical attendance is expected of all students for the entire class period.** ALL course student learning outcomes and class assignments must be completed to pass individual courses and to meet requirements to prepare students for the licensure examination and for nursing practice. Absences from class and clinical learning experiences will limit the student’s opportunities to demonstrate student learning outcomes and thus can influence the final course grade. It is the individual student’s responsibility to keep up with their tardies and absences and obtain information from missed classes (i.e., class content, announcements, handouts, etc.). See Missed Examination Policy regarding makeup exams. Students who experience alterations in health (physical and/or mental) status (such as childbirth, surgery, injury, or newly diagnosed conditions or newly prescribed medications) that would jeopardize patient and/or student safety, will be required to submit a medical release statement from their health care provider prior to returning to class or clinical.

**Definition of Terms**

**Absence:** not being present in the class or clinical; missing part of a class period without prior approval of the faculty; leaving early or not returning after a break without faculty approval. University sanctioned and/or professional activities (such as NSNA convention or mission activities) are exempted provided the student notifies the faculty in advance. *All students must obtain prior approval from course coordinators of required nursing courses prior to planning health care mission trips or activities such as HNSA, ANSA, or NSNA meetings and non-nursing sponsored activities, etc., which involve missing class and/or clinical learning experiences.*

If a student must be absent from or late to a classroom or learning center session, the student must notify the appropriate course faculty prior to the scheduled learning session. Make up work is at the discretion of the faculty.

**Tardiness:** arriving in the classroom or at the clinical site at any time after the class or clinical period is scheduled to begin. This may occur at the beginning of the class period or after a break.

**Attendance Policy: Theory Courses or Theory Portion of a Course**

The following table outlines the permitted number of absences from class periods. Two tardies will equal one absence.

<table>
<thead>
<tr>
<th>Course Meetings per Week</th>
<th>Absences Allowed</th>
<th>Course grade lowered one letter grade with:</th>
<th>Student fails the course with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3 absences</td>
<td>More than 3 absences</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4 absences</td>
<td>More than 4 absences</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>6 absences</td>
<td>More than 6 absences</td>
</tr>
</tbody>
</table>

When the course faculty notices a pattern of excessive absences/tardies the faculty will confer with the student (and document) or inform the student in writing. After the initial warning if absences/tardies continue such that the student violates the policy or is going to fail the course, the faculty will ask the student (and document) to officially drop the course with a “W.” If the student does not drop the course, the student will be dropped from the course with a grade of “WF” per University policy. Copies of this communication will be forwarded to the Carr College of Nursing Dean and the Associate Provost and a copy will be placed in the student’s file in the HCCN.
Attendance Policy: Clinical Portion of a Course

Absence from any designated clinical learning activity (transition and orientation sessions, simulations, pre and post conferences, wellness screenings, etc.) without prior faculty notification will result in a failing grade for the clinical portion of the course. Failure of the clinical portion of a course results in failure of the entire course. Leaving a clinical activity (including observational activities) prior to the designated time results in failure of the course.

The clinical faculty must be notified directly by the student in the event of absence or tardiness from any assigned clinical learning experience prior to the beginning of the experience. Sending notification by another student is not acceptable.

Tardiness to the clinical agency/experience is unacceptable and results in the following consequences:
1. *First occurrence* – Written warning (with documentation in the student file)
2. *Second occurrence* – Failure of both the theory portion and clinical portion of the course.

Absence (approved) from any activity denoted as a clinical experience will be made up by an equivalent experience assigned by the clinical faculty. An approved absence constitutes personal contagious illness including fever, vomiting, diarrhea, or respiratory symptoms within the past 24 hours. See accountability and missed exam policy. Absence for any reason beyond 12 hours will require entire course repetition. Arrangements to make up the missed clinical experience(s) are to be initiated by the student on the first day back to class. There is no guarantee clinical makeup experiences can be provided due to both clinical agency and time constraints. If a student is unable to make up clinical requirements during the same semester, the entire course must be repeated.

**Passing Course Grades**

The student is required to have access to the syllabi for each course either by accessing it through Canvas or by purchasing it from the Harding University Bookstore at the beginning of each semester. These syllabi specify course outlines, student learning outcomes, requirements, assignments, and specific grading procedures. The Carr College of Nursing follows the University policy for course grades. Specific criteria for course grading are either outlined in the syllabus or are given in writing at the beginning of a course by each course coordinator.

**Passing Grade for Theory or Non-Clinical/Skills Courses or Theory Courses with Practicum/Skills Content:**
- An average of 75.0% (without rounding) or higher on all class exams must be attained to pass the theory portion of the course regardless of the average on written out-of-class or in-class presentations or assignments.
- A minimum grade of 70.0% (without rounding) must be achieved in both portions of the course to pass the course. If either portion is not passed, the student must enroll in both the theory and clinical portions of the course when it is repeated.
- When a student has successfully met all specified requirements (test average, clinical competencies average/validation score, and CET score) and has a minimum grade of 70.0%, without rounding in both the theory and practicum portions, the final course grade is calculated using a 60/40 weighting scale as applicable. A student who does not successfully meet all specified requirements receives a failing grade for the course regardless of the average on other course assignments.
- At least a "C" (70.0% without rounding) must be maintained in each nursing course to progress in the nursing major.
## HCCN Course Grade Policies
### 2019-2020

HCCN course grade policies are designed to assist students to be safe and competent as well as to prepare them for the national licensure exam.

### Test Score Average for Nursing Courses

- The total test score average must be ≥75.0% without rounding, to pass a nursing course. If the test average is less than 75.0% without rounding, a grade of D is recorded for the course regardless of the average on other class assignments.

- **Low Test Score** – To optimize academic success and as part of academic accountability, students with a test average ≤75.0% are to schedule a meeting before proceeding with further course exams to discuss test taking strategies with the Course Coordinator.

### Achievement Tests

- In preparation for program success and licensure preparation, the Achievement Tests, Diagnostic Tests and Comprehensive Test results may be considered a score in courses with similar content and/or as designated by HCCN Curriculum Committee.

### Validation Score for Nursing Skills Courses

- A passing Validation Score must be ≥80.0%, without rounding for each graded skill or validation. A student can revalidate only three skills per course. If the student is unsuccessful in any subsequent validations the student will receive a “D” in the course. At this point the student cannot remain in the course. Each student is allowed three attempts at one skill or validation. The score earned on the first attempt is the score recorded. Two additional attempts per skill are permitted. If on the third attempt of an individual skill or validation, is unsuccessful, a grade of “D” is assigned for the course and the student cannot remain in the course. An exception to the policy is NURS 2030 final validation in which only one attempt is allowed. The final validation attempt must be 75% or higher without rounding. This policy applies to all nursing and nursing skills courses (NURS 2030, NURS 3000, NURS 3620).

### Clinical Competency Score for Nursing Clinical Courses

- The clinical written final test score and the clinical competency score are averaged and must be ≥75.0%, without rounding, to pass the nursing course regardless of other course assignment grades. If a course does not have a clinical written final test, Clinical Competency Score must be 75.0% without rounding, or higher.

### Dosage Calculation Test Score for Clinical Courses

- The Dosage Calculation Test Score must be ≥90.0% without rounding, to pass a nursing course. Two opportunities to pass the test will be provided. Refer to dosage calculation test requirement in handbook.

### CET Score for Clinical Courses

- Achieve ≥70.0%, without rounding, on the clinical evaluation tool (CET) to pass the course regardless of other course assignment grades.

### Final Course Grade - Combined Theory/Practicum Course Grade using the 60/40 Percentile Weighting (for 5 hour courses)

- The theory portion of a course is worth 60% of the entire course grade. The practicum (lab/clinical) portion of a course is worth 40% of the entire course grade. **Rationale:** Three theory credit hours are 60% of the 5 course credit hours and two practicum credit hours are 40% of the 5 course credit hours. Thus, the grade is based on the 60/40 percentile weighting of the 5 course credit hours.

### Calculating Final Course Grade

- When a student has successfully met all specified requirements (test average, clinical competencies average/validation score, and CET score) and has a minimum grade of ≥70.0%, without rounding in both the theory and practicum portions, the final course grade is calculated using a 60/40 weighting scale as applicable. A student who does not successfully meet all specified grading requirements receives a failing grade for the course regardless of the average on other course assignments.

### Enhancing Student Success

1. Keep track of your exam average in each nursing course.
2. When available, take achievement practice tests prior to the scheduled exam.
3. Remediation and mastery aids are available on the achievement test website.

### Course Grade Scale

- Once all specified criteria listed previously are met the following course grade scale is used to calculate the final course grade, which is then given to the Registrar’s Office.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
</tbody>
</table>
Calculating Grade Point Averages (GPA)

The student’s GPA is determined by dividing the number of grade points earned by the units attempted. The University course grades are given the following values:

\[ A = 4.00 \quad B = 3.00 \quad C = 2.00 \quad D = 1.00 \quad F = 0.00 \]

Multiply the grade points by the credit hours for the course, add all the course points, and divide by the total number of credit hours. Example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Grade x Grade Point = Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 2030</td>
<td>3</td>
<td>B = 3.0</td>
</tr>
<tr>
<td>NURS 3630</td>
<td>3</td>
<td>C = 2.0</td>
</tr>
<tr>
<td>ENG 2110</td>
<td>3</td>
<td>A = 4.0</td>
</tr>
<tr>
<td>BOLD 2010</td>
<td>2</td>
<td>A = 4.0</td>
</tr>
<tr>
<td>BIOL 2410</td>
<td>4</td>
<td>B = 3.0</td>
</tr>
</tbody>
</table>

\[ \text{15 total hours} \quad \text{47 total points earned} \]

Divide total points by total credit hours: \( \frac{47}{15} = 3.13 \) GPA

GPA Information

Cumulative GPA: The cumulative GPA is composed of every course taken by a student, regardless of whether or not the course is required for the nursing degree. A minimum cumulative GPA of 2.0 is required for admission to the nursing program, and must be maintained for continued progression and enrollment in the nursing program.

Nursing GPA: The nursing GPA is composed of all nursing courses and nursing prerequisite courses. A minimum nursing GPA of 2.80 is required for admission to the nursing program, and a 2.5 nursing GPA must be maintained for continued progression.

Nursing GPA Courses

All these courses are included in the calculation of a Nursing GPA:

- CHEM 1010/1010L
- CHEM 1040/1040L
- BIOL 2400
- BIOL 2405
- BIOL 2410
- NURS 2030
- NURS 3000
- NURS 3630
- NURS 3210
- NURS 3620
- NURS 3500
- NURS 3450
- NURS 3510
- NURS 3540
- NURS 3550
- NURS 4200
- NURS 4120
- NURS 4530
- NURS 4540
- NURS 4550
- NURS 4620
Test Administration and Review Policy
Enrollment in HCCN courses implies acceptance of the Codes of Academic Conduct and agreement to abide by the terms and spirit therein. Cheating in any form constitutes a breach of the codes and is not tolerable with the health care professions. (Refer to HCCN Code of Conduct and Academic Integrity Policy Statement.)

The following guidelines will be enforced during all course testing sessions in the HCCN:
1. No food or drink items are allowed in the student’s possession.
2. No caps, hats, or other head coverings are permitted.
3. Cell phones (turned off), and all electronic devices (including smart watches) not related to testing must be placed in a designated area in the room.
4. Backpacks, book bags, and all other personal items must be placed in a designated area in the room.
5. Students may be subject to assigned seating arrangements.
6. Students will be given all necessary items (test booklet, pencil, calculator, etc.). Students must bring their HU ID with them to the exam.
7. Blank paper may be provided, at the discretion of the faculty. The faculty, at the end of the exam, will collect all paper.
8. Students will remain in the testing room until finished with their individual exam (except in the event of an emergency).
9. Students must maintain a quiet environment until all students have completed the exam.
10. A student arriving late for an exam, at the faculty’s discretion, may be allowed to take the exam, but will have only the amount of time remaining in the regularly scheduled timeframe to complete the exam. If any student in the class has completed the exam and left the room prior to the arrival of the late student, the late student will not be allowed to take the exam.
11. During computerized testing, under no circumstances are students allowed to talk or access e-mail, websites, or any programs other than the current exam. If that should occur, the student will receive a zero for that exam.
12. Students must complete all take-home exams individually and without outside assistance unless stated otherwise in the assignment guidelines. Copying any portion of a take-home exam or sharing take-home exam information or answers constitutes academic dishonesty.
13. Faculty reserves the right to investigate any suspicious activity (including emptying pockets, baring arms, etc.), including suspicious activity observed/reported by a test proctor administering an exam for the faculty.
14. During testing sessions in the Harding University Information Technology Services Testing Lab students must comply with Testing Lab Policies.
15. One-on-One Test Review: Paper or computer test may be reviewed in the faculty’s office with faculty present at all times. Only the student’s test and individual results may be reviewed. Student’s personal belongings are to be placed in a secure area. Students may not have any writing utensils or electronic devices present.

Note: Students who score < 75% on an exam are required to review the exam with the faculty prior to the next exam.
Missed Examination Policy

In order for students to make up a missed exam, they must personally notify the course faculty prior to missing the exam, if missing due to illness, documentation from the healthcare provider must be provided to the faculty. Students who have not previously notified the faculty of an absence will not be allowed to make up the missed exam, resulting in a grade of zero for that exam. Failure to take an exam within the designated time will result in a zero for that exam. The only HCCN approved absences are for personal contagious illness (fever, vomiting, diarrhea or respiratory symptoms within past 24 hours), medical procedure, or accident; illness, accident, or death of an immediate family member; and university sponsored activities approved by the HCCN Dean. If the faculty member is not notified, the absence is unapproved, regardless of the reason for the absence, the student will receive a zero for the exam. Make-up exams may be the same exam, or an alternate exam.

The student is responsible for scheduling the make-up exam with the course coordinator and for being present at the scheduled time and place to take the exam. The student must present their Harding University identification badge in order to take the exam. Test Administration and Review Policy guidelines apply in make-up exam situations. Times and locations will be announced at the beginning of each semester. (The individual course coordinator is responsible for scheduling and administering make-up examinations at any other time.)

* See Accountability and Clinical absence policy

Make-up examinations are administered at scheduled times each semester as needed:
- **Fall semester**: September, October, and November
- **Spring semester**: February, March, and April

Withdrawal from a Nursing Theory Course without a Clinical Component

- See the Harding University Catalog for the procedure.
- A student is encouraged to carefully consider the decision to withdraw from a course and should meet with their academic advisor, course coordinator, and faculty advisor/mentor regarding this decision.
- A student may withdraw from a non-clinical nursing course up to the deadline set by the University on the initial attempt to complete the course and will be awarded a “W” upon withdrawal.
- Students considering withdrawal should be aware that their financial aid might be affected and graduation from the Carr College of Nursing will be delayed if they withdraw from a course. The student should meet with a financial advisor in the HU Financial Aid office.
- For information on how withdrawal from a course can affect a student’s status within the Carr College of Nursing, see the HCCN Academic Probation Policy.
- Students may enroll in the same nursing course only 2 times.

Withdrawal from a Nursing Theory Course with a Clinical Component

The following policy applies to withdrawal from the clinical portion of nursing courses including NURS 2030:

1. A student is allowed to withdraw from a theory course with a clinical component with the following provisions: Not yet taken the competency or written clinical final test within the University’s deadline for withdrawal. The student will receive a “withdraw (W)” grade.
2. A student enrolled in a clinical rotation who participates in taking the clinical competency or the clinical written final test and achieves a failing grade for the clinical portion of the course, has at that point failed the entire course and may **not** drop the course and receive a “withdraw” grade on his or her student records. If a student is **NOT successful** on the clinical portion, the student fails the entire course, and must repeat the entire course. The student will receive a “failing” grade on his or her student records. (Refer to Guidelines for Student Progression 1.C. E. Academic Probation Policy 2.C.)

3. If a student receives a “D” or an “F” in the clinical portion of the course, this is the grade that will be recorded for the entire course.

4. Students who have not been successful in the clinical portion of a course are encouraged to attend the theory sessions for the remainder of the semester to enhance the student’s success in the course when it is repeated.

5. Students may enroll in the same nursing course only 2 times. (See academic probation policy.)

**Academic Grievance Policy**

The academic grievance procedure used by the Carr College of Nursing is delineated in the Harding University Catalog online (see Academic Grievances; CHS Academic Appeal Policies and Procedures). If a resolution cannot be reached with the faculty as outlined in the Harding University Catalog and the student files an appeal, proof for the allegations and a request for a hearing rests with the student making the appeal. All appeals and responses must be dated and signed. They will be placed on file in the office of the Carr College of Nursing Dean.

**Withdrawal from the Carr College of Nursing/University Procedure**

When a student withdraws from the Carr College of Nursing the following procedure is used:

1. The student should discuss their decision with a faculty member and the HCCN Assistant Dean of Student Affairs.

2. If the student is completely withdrawing from the University, the student must follow the prescribed Harding University procedures for leaving. See the procedures found in the Harding University Catalog online (see Registration: Policies and Procedures). If the student does not officially withdraw from all classes, “F’s” will be recorded for all classes. Choosing not to follow the procedure may jeopardize the student’s opportunity for readmission.

3. If the student is leaving due to the requirements of the HCCN Academic Probation Policy (refer to Academic Probation Policy 3. D.), he/she will be on academic probation upon returning to the Carr College of Nursing.

4. The student must turn in the HCCN photo ID badge and any applicable agency ID badge(s). These can be given to the course coordinator or the HCCN Director of Admissions.
Readmission to the Carr College of Nursing Procedure

When a student seeks readmission to the Carr College of Nursing, the following steps are to be followed:

1. Write a letter of intent to the Dean of the Carr College of Nursing to indicate when the student desires to reenter the program. This letter must be received by the Dean prior to October 1st for spring reentry and March 1st for fall reentry before the student plans to reenter the program. Choosing not to notify the Dean before the specified deadline prohibits the student’s placement in clinical courses.

2. Contact the Dean prior to application deadlines to ensure fulfillment of all readmission requirements. The student may be asked to come in for an interview.

3. Contact the Harding University Office of Student Life to reactivate the student’s file once all readmission requirements to the Carr College of Nursing have been met.

4. Any student readmitted to the HCCN who has been out of the nursing program for a period of 3 or more years or who has been suspended for academic reasons, must meet the requirements of the University Catalog in effect at the time of readmission.

Any student who has been permanently dismissed from the HCCN will not be readmitted to the nursing program.

Course Credit for Re-Entering Students

Nursing is part of the complex, rapidly changing health care system. This necessitates curriculum revisions, which affect the student's reentry status and graduation requirements.

1. Students must complete the nursing program within four years after admission to the nursing program for their previously earned nursing credits to meet B.S.N. degree requirements.

2. Students who are away from the program for more than one year may be required to retake nursing courses or give evidence through available validation exams that their nursing knowledge and skill levels are current.

3. Repetition of nursing courses, which have been taken more than three years prior to reentry into nursing school, may be required to satisfy the requirements for a B.S.N.

4. Repetition of some or all courses containing a clinical component may be required if an absence of greater than three years has occurred. If credit has been granted for previous clinical courses a repeat of the course does not apply.
UNIFORMS AND DRESS CODE POLICY

The Carr College of Nursing abides by the dress code as explained in the Harding University Student Handbook.

The Carr College of Nursing provides a uniform and dress code policy that abides by nationally accepted safety and infection control standards. The current policy acknowledges that one’s appearance is a nonverbal statement about one’s self. The uniform and dress code policy facilitates the students’ appearance as Christian professionals.

Purchasing Uniform

All students are to purchase the approved uniform from the company authorized by the Carr College of Nursing. If the student purchases a used uniform it must be identical to the official Carr College of Nursing uniform and still look appropriate. All uniform selections should be made with the goal of presenting the most professional image possible.

General Uniform Information

1. The official Carr College of Nursing uniform with the HCCN emblem is required for all Harding University nursing students.
2. The uniform must be identical to the selections approved by the Carr College of Nursing and purchased from the authorized uniform company (See Purchasing Uniform above).
3. All uniform tops and pants for both males and females must be black. A solid black crew neck short sleeve t-shirt or black dickie must be worn under the uniform top. Any exceptions to undershirts are at the discretion of the course coordinator and the clinical agency policy. The uniform pant hem should touch the top of the shoe and extend no longer than the top of the shoe sole. (No elastic or knit cuffed pants allowed.) Uniforms must fit correctly/properly in all circumstances through program completion.

4. The uniform and lab coat (must have sleeves) are to be well maintained and wrinkle-free. A clean uniform is to be worn daily; to prevent transfer of microorganisms; it is to be changed as soon as possible after leaving the clinical area. The student uniforms are to be worn only for clinical courses, not other activities. An optional black long sleeve scrub jacket with the HCCN logo that has elastic sleeves may be purchased (from approved vendor) to be worn at clinical but not during direct patient contact.

5. In the clinical setting the student is expected to wear the approved Carr College of Nursing uniform unless otherwise specified (see Exceptions below). Faculty will inform the student of acceptable attire in each clinical agency. If the agency’s dress code is more restrictive than this policy, the student is expected to comply with the agency’s policy. Choosing not to adhere to the Dress Code Policy could result in referral to the Vice President/Dean of Students. (Refer to Clinical Experiences: Accountability)
Hose/Socks

**Solid** white or black hose or white or black socks covering above the ankle are to be worn. Support hose or socks are recommended for comfort and to prevent circulation difficulties. Sock color should match shoes.

Shoes

Shoes must be clean, white or black, professional looking, and leather nursing shoes. Shoes and laces (if applicable) must be kept clean. Shoes must have enclosed toes and heels for OSHA compliance. It is recommended shoes have low heels or small wedges, have laces for tying, be easily cleaned, and have non-slip tread. Logo-marked shoes, canvas shoes, or sandals are not permitted.

Exceptions to the Official Uniform

- Exceptions to wearing the official uniform are at the discretion of the clinical faculty (i.e. lab coats over street clothes, colored scrub uniforms, or printed lab coats for pediatric clinical).

- Lab coats may be worn over non-uniform clothing when permitted by the clinical agency. The lab coat must have sleeves and be white, clean and wrinkle-free, appropriately display the HCCN emblem, and be worn with the appropriate ID badge(s).

- When students are in clinical settings in which wearing the HCCN uniform black scrubs is either inappropriate or unnecessary, the students are required to wear the black embroidered polo HCCN shirt with a pair of khaki pants with or without an HCCN lab coat. In compliance with OSHA requirements, clean socks/hosiery and low-heeled non-canvas shoes with enclosed heels and toes will be worn.
General Appearance Guidelines for the Clinical Area

Students’ personal hygiene and dress should reflect the high standards expected of a professional nurse. Students are expected to be neat and clean and abide by the dress code of HCCN and the institution in which they are assigned clinical experiences.

1. Perfume, perfumed hairspray, cologne, after-shave, or other strong odors such as body odor and/or tobacco smoke are not permitted.

2. Gum chewing is not permitted.

3. Students may wear Sigma Theta Tau International Honor Society pins, Professional Nursing Student Association pins, and pins representing prior nursing institutions on their uniforms. No other pins, ribbons, or accessories are allowed on the uniform or ID badge(s).

4. Infection Control

   **Fingernails:** Keep manicured and at a workable length. Fingernail polish or acrylic/artificial nails, known to contribute to infections, are not allowed.

   **Rings:** No rings are to be worn in clinical areas. The clinical agency and/or Harding University are not responsible for lost or stolen jewelry, including engagement or wedding rings.

   **Earrings/Accessories:** No hoop or dangling earrings are permitted. Small (stud-type) earrings are allowed, only one earring per ear. No earrings of any kind are permitted for male students. Necklaces and bracelets (including ankle bracelets) are not permitted. No other visible body piercings or tattoos are permitted (including tongue piercings).

   **Hair:** Hair is to be neat and clean. If females have long hair, it is to be secured back off the uniform collar and up on the head with a non-ornate barrette or other appropriate hair-securing device. A black headband is allowed. Ribbons, bows, feathers, and extreme color or styles are not permitted. Hair should not hang in one’s eyes or face, or fall down so as to touch the patient while one is working. Males’ hair should be neatly trimmed off the collar and free of extreme colors or extreme styles such as ponytails. Beards and moustaches are to be neatly trimmed.

   **Hands:** Hand hygiene is to be practiced:
   - Before and after every patient contact
   - At the beginning and end of your shift
   - When leaving the unit and upon return
   - After contact with contaminated items
   - Before and after eating
   - After using the restroom, covering a sneeze/cough, brushing your hair, and other personal care.

   **Gloves:** Wear disposable (non-latex) gloves when in contact (or potential for contact) with blood or body fluids.

   **Equipment:** Electronic devices and personal equipment (stethoscopes, clipboards, etc.) should be cleaned before leaving the facility.

5. Cell phones are not to be used in clinical except for clinical purposes and in accordance with agency policy; and are to be in a mode not interfering with clinical equipment. There has been documented interference with hospital equipment being used in patient care including mechanical ventilators, infusion control pumps, and telemetry.
Photo ID Badge

- The Carr College of Nursing photo identification badge is obtained from the Harding University Office of Public Safety with a permission slip from the Carr College of Nursing assigned faculty or staff. The Office of Public Safety does charge a nominal fee.
- The Carr College of Nursing Office Manager will hole-punch the badge and provide a clip.
- Newly admitted nursing students, students who have a name change, students whose badge becomes illegible, and students who lose their badges must contact the assigned faculty or staff member to acquire the official badge.
- The Harding University Carr College of Nursing identification badge is worn during all clinical experiences associated with Harding’s nursing courses.
- The Carr College of Nursing badge is to be worn only in Carr College of Nursing clinical agencies or at other times when the student is completing an authorized Carr College of Nursing assignment.
- The student ID badge may not be used while working in clinical areas as an agency employee or volunteer.
- Agency-specific ID badges are required in certain clinical agencies.
- *The HCCN and agency badges must be returned to the clinical nursing faculty at the last clinical activity of the semester (Clinical Competency Evaluation).
- The badges will be returned to the student during the HCCN orientation at the beginning of the semester (pending verification of current status in CPR and with TB skin testing).
- The badges must be returned to the Director of Admissions if withdrawing from the HCCN and/or the University.

Required Equipment

Each nursing student will be required to purchase equipment and supplies deemed necessary in the clinical and lab setting. Students are required to have their own:

- stethoscope
- sphygmomanometer
- watch with a seconds indicator (smart watch not allowed)
- penlight
- Electronic devices with required clinical software
- pocket sized metric ruler
- bandage scissors
- black or blue ballpoint pen

It is the student's responsibility to purchase these items, keep them in working order, and consistently have them ready for use in the clinical area.
Students are expected to adhere to the following clinical policies. These expectations reflect current employer practice expectations.

**Care Learning Requirement**

Care Learning Requirements must be completed prior to clinical and transcripts must be submitted to the Course Coordinator.

**Dosage Calculation Test**

All students in NURS 3000 and other HCCN clinical courses are required to successfully pass a Dosage Calculation Test with a score of ≥ 90% by the end of the course’s designated dosage calculation testing period (outlined in the course syllabus). Successful completion (≥ 90%) of the Dosage Calculation Test must occur prior to any medication administration in the clinical setting. Demonstration of the ability to administer medications safely is a clinical course requirement. If the student is unsuccessful on the first attempt, the student must participate in remediation prior to the second/final attempt. Therefore, if the student is unable to meet the ≥90% pass score after two (2) attempts, the student must withdraw from the course.

**Selecting Patient Assignments**

Students are expected to maintain professional boundaries (www.ncsbn.org/2930.htm) and adhere to Standards of Professional Performance and clinical agency requirements in all clinical learning experiences including patient selection activities. Students are not to select/assign themselves to a patient who is their friend or relative. Students are not to select a patient for their peer or gather patient information for their peer. (Exceptions are made at the clinical faculty’s discretion.)

**Accountability**

Students are expected to be punctual and fully prepared (including but not limited to preclinical written work and proper dress code) to meet assigned or delegated commitments. Students are expected to provide the clinical faculty with opportunities to observe skill performance. Students are expected to maintain confidentiality according to ethical principles and HIPAA law. Choosing not to be accountable in these areas may mean exclusion from class or clinical experiences. Accountability also includes protecting peers and patients from communicable illness. This includes notifying the clinical faculty if experiencing fever, vomiting, diarrhea, or respiratory symptoms within the past 24 hours or if emerges during clinical. See course attendance policy 1.5.
Reporting a Tardy or Absence from Clinical

In case of illness or any other situations affecting the student’s ability to attend a clinical experience, the student is expected to call the faculty (follow instructions given by course coordinator) and the clinical facility (if required by course) to report the absence/tardy prior to the time the clinical experience is scheduled.

When calling the clinical facility, state:
- Name
- College - Harding University
- Unit to which assigned
- Faculty’s name
- Reason for absence/tardy and
- Phone number where you can be reached.

Student Parking

The clinical faculty will give students specific parking information relative to each clinical agency. Students are expected to park in the designated area(s) specified by each clinical agency. In many clinical agencies parking space is limited. Students are encouraged to carpool whenever possible. Violation penalties may result in monetary fines as well as disciplinary action through the HCCN as well as the clinical agency. Students who are also employees in a clinical agency may not utilize employee parking privileges while functioning in the student role in that agency.

Personal Belongings

To protect personal belongings, students are urged to leave books, purses, and other personal items locked in the car or at home. Carry small needed items in uniform/lab coat pockets.

NOTE: Neither Harding nor clinical agencies are responsible for lost or stolen items, including jewelry.

Break or Meal Time

The following process should be implemented when taking scheduled breaks while in clinical:

1. Inform the clinical faculty or charge nurse when leaving the unit.
2. Arrange with another student or staff member to care for the assigned patient(s) during the absence.
3. Adhere to the general guideline indicating that break time is 15 minutes for every four hours in the clinical area. If needed, faculty will provide more specific information per clinical experience.
4. Follow the faculty’s guidelines about meal arrangements, if applicable. Meeting relatives or friends for breaks or meals is not permitted.
5. Do not leave the clinical area early as a substitute for not taking a break or time for a meal.
Handoff Communication/Change-of-shift Report

When the student is beginning their assignment for the day/shift, notify the charge nurse/primary nurse of the following:

- name
- college-HCCN
- patient(s) to whom assigned
- faculty’s name
- time leaving
- clarification of student role
  - level in program (e.g. sophomore/beginning, junior, senior)
  - nursing care skills the student can/cannot perform (e.g. medication administration, IV insertion, dressing change)
  - if and what the student will document
  - any aspect of patient’s specific care the student will not be performing (e.g. PEG tube feeding, trach suctioning, enema administration)

In patient situations when the student has completed their assignment for the day/shift notify:

- the clinical faculty,
- the charge nurse, and
- the person caring for the patient(s) after the student leaves.

State:

- the name(s) and room numbers/bed designation of assigned patient(s);
- care completed for the patient(s),
- diagnostic tests and therapies patient underwent/received, and
- observations/assessments made about the patient(s), including any special need/complaint (physiological, psychological, and spiritual) the patient(s) indicated.

*Complete necessary charting/documentation before leaving. *

*Failure to safely “handoff” or report at the end-of-shift may result in/be considered academic misconduct (Refer to HCCN Code of Conduct and Academic Integrity Policy, Types and Definitions of Offenses, e. and g.).
CLINICAL POLICIES AND PROCEDURES: SPECIFIC

Protecting Student Health

- The choice of health care as a career inherently exposes the practitioner to infectious disease.
- To minimize this risk, students are required to complete annual competencies in risk reduction that incorporate the most recent guidelines.
- The use of Standard Precautions in all settings, real or simulated, is required.
- Should accidental exposure occur (e.g. via needle sticks from contaminated needles, etc.), the student is required to immediately notify the Clinical Faculty, who will then notify the Dean of the Carr College of Nursing for implementation of testing and precautionary measures.
- Each student is required to have health and disability insurance before taking any nursing course with a clinical component and/or being identified occupationally as a nurse. Proof of health insurance must be provided on a yearly basis to admissions director. Please note you can check with HU for availability of health insurance.

Student Well-being & Clinical Incidents

Students who experience loss of consciousness, seizure, syncopal or near syncopal episode in the clinical setting will be evaluated by the clinical faculty member as to whether the student needs to seek further treatment based on these guidelines. Clinical faculty have the authority to determine what is the student’s need at the time of the incident. Clinical faculty should consult the agency policy regarding the procedure for a non-patient incident to determine what reports need to be made. Students will be seen by a HCP in the ED of the facility and/or a local HCP under any of the following circumstances:

- If the student’s syncopal episode is not witnessed by another person (patient, patient family member, employee of the organization, faculty, or student peer), there is concern as to the potential underlying cause and injury that might have occurred (trauma to head, broken bone, etc.) which requires written documentation clearing the student to return to the clinical setting.
- If the student comes to clinical and has been experiencing a cold (or other physical/mental signs and symptoms) and experiences a syncopal episode, the student must be evaluated by a HCP and must provide written clearance to return to the clinical setting.
- If a second syncopal episode is demonstrated by the student while in clinical, the student must be evaluated by a HCP and cleared with written clearance to return to the clinical setting.
- A student with a chronic health condition (heart, diabetes/hypoglycemic, anxiety disorder, seizures, etc.) or who is taking medication that has the potential for causing syncope and who experiences a syncopal episode while in clinical, must be evaluated by a HCP and provide written clearance the student to fully participate in all clinical activities.
Students who experience a witnessed second episode will be evaluated by the faculty or clinical instructor on site. The following extenuating circumstances (but not limited to) will be considered as contributory factors and may or may not require further evaluation by a HCP based on faculty or clinical instructor judgement unless the student’s condition worsens or a second episode occurs:

- Environment- OR, procedure room, strong odors, sights/visual
- Low blood glucose- diaphoretic, shaking, pale, clammy
- Lack of recent PO intake of food or drink
- Long term standing
- Prescription medications
- Fatigue- lack of sleep

Clinical faculty should notify the course coordinator of the incident as soon as possible. An incident report will be completed and submitted to the Assistant Dean of Clinical Education for review and follow-up.

**TB Skin Testing and CPR Certification Policy**

In compliance with clinical agency guidelines and policies designed to promote safety in the clinical setting, the Carr College of Nursing requires that any student participating in clinical experiences (including NURS 3000) remain current with TB skin testing and CPR certification.

The policy requires that:

- **Each student provides verification to the Director of Admissions of renewed CPR certification and current TB skin test results prior to the beginning of the semester.**
  - *Per HU policy International students must provide results of a current T-SPOT® TB test (T-Spot).*

- **CPR certification and TB skin test results must remain current until the end of the semester.** If either CPR certification or TB skin test results will expire during the semester, students must recertify in CPR and/or be retested for TB before the semester begins.

Current status is available to students via e-mail notification.

A positive TB skin test will be resolved according to current CDC and agency protocols before a student is placed in a clinical setting for learning experiences.

**Consequences:**

Choosing to not provide this verification will result in:

- The student being ineligible to start clinical and thus receive an unapproved absence for the first clinical experience.
- The student’s final course grade being lowered one letter grade.
- The student’s failure of the course if verification is not provided by the second clinical day.
Blood and Body Fluid Exposure Procedure

All students who have a blood/body fluid exposure, regardless of the type of exposure or risk status of the patient, need to report the incident to the clinical faculty. This includes parenteral (needle stick or cut) or mucous membrane (splash to eye or mouth) exposure to blood or other body fluids or cutaneous exposure to large amounts of blood, especially if the skin is chapped or abraded.

Injury or Exposure Procedure

1. Student immediately notifies the faculty member for guidance and assistance. (Timely reporting is essential for proper management post-exposure including rapid HIV testing.)
2. Student must follow the clinical agency’s policy in its entirety.
3. Faculty obtains the latest CDC guidelines for a needle stick injury situation and compares the CDC guidelines with the clinical agency’s policy; advises the student in collaboration with agency infection control personnel, HCCN administration, and CDC guidelines.
4. Additional medical advice may be sought and is documented.
5. Student meets with HCCN administration to ensure that follow-up information is clearly understood; the meeting is documented.
6. Faculty ensures that the clinical agency’s paperwork is accurately completed and that clinical agency policy is followed.
7. Faculty documents the incident using the HCCN Incident Form; the agency’s policy and a summary of CDC guidelines are attached to the incident report.
8. The documentation is reviewed by administration and placed in a sealed envelope in the HCCN Dean’s office.
9. All information about the incident remains confidential between the student, the clinical faculty, and administration.

HIV-1 or HBV Seroconversion

Should a student become HIV-1 or HBV seropositive during the course of nursing studies, he or she is to notify the Dean of the Carr College of Nursing for counseling regarding the continuation of nursing studies. If the student is unable to meet degree requirements due to health reasons, the student will withdraw from the nursing program. Some clinical agencies also require notification of such status, and for the student to continue clinical learning with that agency, further testing and monitoring under that agency's regulations will be required.

Additional information may be required once the condition is known. The type of sequence of the clinical experience may be altered to provide optimal student learning and to ensure the student’s and patient's well-being. Please refer to the Infectious/Communicable Disease Policy in this *HCCN Undergraduate Student Handbook*. 
Infectious/Communicable Disease Policy

The ANA’s Nurses’ Code of Ethics states: “The nurse practices with compassion and respect for
the inherent dignity, worth, and unique qualities of every person.”

1. Students are expected to provide care for patients with infectious/communicable diseases
   including, but not limited to HIV, HBV, and Tuberculosis. If a student is at risk for harm,
   such as a student who is immunocompromised, the student may be temporarily reassigned.
2. Students must comply with agency-specific policies related to care of patients with
   infectious/communicable diseases.
3. Guidelines for communicable disease prevention recommended by the U.S. Centers for
   Disease Control and Prevention will serve as Harding University’s guidelines for patient
   care. Nursing care for patients will be planned and implemented using Standard Precautions
   and nursing judgment.
4. HIV testing is not required for admission to the Carr College of Nursing. Qualified students
   are not denied admission to the program based on HIV status. Reasonable accommodations
   are made by the Carr College of Nursing to assist the student in the completion of education.
5. Any nursing student who believes him/herself to be at risk for exposure to a communicable
   disease including, but not limited to HIV, HBV, and Tuberculosis has an ethical obligation
   to know his/her status and be tested. The Dean of the Carr College of Nursing should be
   notified immediately if a positive test result occurs.
6. Students who test positive for a communicable disease including, but not limited to HIV,
   HBV, and Tuberculosis, will be counseled through the Dean’s office regarding how their
   health status may impact their performance as a HCCN student, including appropriate
   safeguards and expected behaviors. Reasonable accommodations will be assessed through
   the Dean’s office. However, essential degree requirements and/or core performance
   standards must be met to progress in the nursing program. (See Functional Abilities-Core
   Performance Standards).
7. With some conditions the clinical agency may require self-reporting by the student and may
   not allow the student to participate in clinical experiences in their agency. The clinical
   agency has the right to determine whether the student may participate in/continue learning
   experiences in their agency.
8. As in the case of any policy and procedure guidelines, Harding University and the Carr
   College of Nursing reserve the right to revise the policy. Students will be notified of any
   substantial changes. Questions or interpretations regarding the policy should be directed to
   the Dean of the Carr College of Nursing.

Substance Abuse Policy

The Carr College of Nursing is committed to protecting the safety, health, and welfare of its
faculty, staff, and students, and people who come into contact with its faculty, staff, and students
during scheduled learning experiences. Harding University Carr College of Nursing therefore
strictly prohibits the illicit use, possession, sale, conveyance, distribution, and manufacture of
illegal drugs, intoxicants, or controlled substances in any amount or in any manner and the abuse
of non-prescription and prescription drugs. These behaviors are incompatible with responsible
behavior expected of students preparing for a professional nursing career and of legal requirements
for nursing practice licensure.
Arkansas Law:
Any nurse who tests positive for illegal, controlled, or abuse-potential substances and who cannot produce a valid and current prescription for the drug is at risk of being in violation of the Arkansas Nurse Practice Act, ACA § 17-87-309 (a)(4) and (6); and the Arkansas State Board of Nursing Rules and Regulations Chapter Seven, Section IV.A.6.m. and p.

Furthermore, any nurse who is aware that another nurse has violated a provision of the Arkansas Nurse Practice Act is obligated to report that nurse to the Board. Choosing not to report this to the Board is a violation of the Arkansas Nurse Practice Act, ACA § 17-87-309 (a)(6); and the Arkansas State Board of Nursing Rules and Regulations Chapter Seven, Section IV.A.6.j.

Similar professional expectations apply to nursing students. Any nursing student who is aware that another nursing student is using or is in possession of illegal drugs, intoxicants, or controlled substances is obligated to report this information to the Carr College of Nursing Assistant Dean of Student Affairs.

The intent of the Substance Abuse Policy is not just to identify those students chemically impaired, but also to attempt to assist the student in the return to a competent and safe level of practice and to achieve his/her goal of becoming a Registered Nurse. Emphasis is on deterrence, education, and reintegration. All aspects of the policy are to be implemented in good faith with compassion, dignity, and confidentiality. (See Harding University Student Handbook).

When Drug Testing May Occur—The Carr College of Nursing requires the student to submit to drug testing under any or all of the following circumstances:

- Random urine, blood, and/or Breathalyzer tests for drugs and/or alcohol as required by the clinical agencies or the Carr College of Nursing.
- For cause (suspicion) in any setting.
- As part of a substance abuse recovery program.

Blood, Urine, and/or Breath Testing for Cause

Any Harding nursing student who demonstrates behavioral changes suspected to be related to the use of drugs, including, but not limited to alcohol, will be subjected to testing. The nursing faculty member decision to drug test will be drawn from these facts in light of the experience of the observers and may be based on:

- Observable phenomena such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a drug.
- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, and deterioration of work performance.
- Information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional.
- Conviction by a court, or being found guilty of a drug, alcohol, or controlled substance violation in another legitimate jurisdiction.

Testing will be conducted using the following policy/procedure:

1. The faculty member will have another faculty member (or staff RN if in clinical setting) to confirm the suspicious behavior.
2. The student will be asked to leave the area and go with the faculty member and a witness to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented, and the decision to drug test will be made.
3. Patient and student safety is of utmost importance. If patient/student safety is threatened, the student will be removed from the learning environment/classroom and appropriate University authorities notified (Office of Student Life and Office of Public Safety).

4. If warranted, the student will submit appropriate laboratory specimens in accordance with the Substance Abuse Policy and clinical agency policies, if appropriate. A required urine specimen is obtained during collection.

5. The student will sign a release statement requesting that the results of the urine, blood, and/or Breathalyzer tests be sent to the Harding University Office of Student Life.

6. The student will be suspended from all clinical activities until the appropriate personnel or committees, as designated by the nursing program, have reviewed the case.

7. If the laboratory test is negative for substances classified in the DSM-5, the student will be allowed to return to class without penalty once the cause of suspicious behavior is determined and treated. Arrangements to make up missed work must be initiated by the student on the first day back to class or clinical (whichever comes first).

8. If “any one” laboratory test is positive for substances classified in the DSM-5, the decision may be any one of the following: a learning agreement for behavioral change, referral for medical evaluation, or immediate suspension from the program.

9. Confidentiality will be maintained.

As a condition of enrollment, each student will sign a Substance Abuse Policy Release Form agreeing to adhere to the Substance Abuse Policy.

**Testing Facility**—The Harding University Office of Student Life will identify a Substance Abuse and Mental Health Services Administration (SAMHSA2)-approved laboratory to perform testing utilizing the agency’s policies.

**Sample Collection**—The collection techniques will adhere to the guidelines in accordance with US Department of Transportation 49 CFR Part 40 following chain of custody protocol.

**Substances**—Substance-related disorders are listed in the *Diagnostic and Statistical Manual of Mental Disorders, fifth edition, (DSM-5)*. Substances of abuse are grouped into eleven classes: alcohol, amphetamines or similarly acting sympathomimetics, caffeine, cannabis, cocaine, hallucinogens, inhalants, nicotine, opioids, phencyclidine (PCP) or similarly acting arylcyclohexylamines and sedatives, hypnotics or anxiolytics. Testing may include any of these drug categories. The Carr College of Nursing shall have the authority to change the panel of tests without notice to include other illegal substances as suggested by local and national reports or circumstances.

**Positive Results**—Test results will be considered positive if substance levels excluding caffeine and nicotine meet or exceed the Arkansas State Board of Nursing (ASBN) established threshold values for both immuno assay screening and gc/ms confirmation studies, and the Medical Review Officer verification interviews verify unauthorized use of the substance. Positive tests are run twice to verify the presence of substances. Split samples are saved at the original lab and may be sent to another SAMHSA2-approved lab for additional testing at the student’s expense. Positive drug testing results may bar the student from learning experiences in the agency. This barring may prevent academic progress.

If any one laboratory test is positive for substances classified in the DSM-5, the student is referred to the University Office of Student Life and is subject to the Carr College of Nursing’s Code of Conduct Policy and the University’s policies and procedures regarding substance abuse. The
substance abuse policies of Harding University are found in the Harding University Student Handbook.

Confidentiality—All testing information, interviews, reports, statements (including the person reporting the incident), and test results specifically related to the individual student are confidential. The Executive Vice President/Dean of Students will receive drug test results from the lab, and only authorized persons (e.g. Dean of the Carr College of Nursing) will be allowed to review this information. Records will be maintained in a safe, locked cabinet, and/or password-protected electronic database. While the issues of testing are confidential within the University community, the information regarding substance abuse and rehabilitation must be shared with the ASBN, or other licensing authority as the graduate applies for a license.

Positive Drug Testing Results Following Licensure
A licensed nurse may be reported to a State Board of Nursing for positive drug testing. A licensed nurse may be disciplined for this violation of that state’s nurse practice act. If so, that nurse’s license is flagged in the national nursing database. Positive drug results will be a permanent part of the nurse’s license history.

Treatment, Referral, & Reapplication – The outcome of a positive drug screen or Breathalyzer test may include any of the following: a learning agreement for behavioral change, a referral for medical evaluation, or immediate dismissal from the program and suspension from the University. A positive drug screen of any of the following substances: amphetamines or similarly acting sympathomimetics, cannabis, cocaine, hallucinogens, inhalants, or phencyclidine (PCP) or similarly acting arylcyclohexylamines will result in immediate dismissal from the program. If the student wishes to challenge the decision of the nursing program, the fair process procedures of the University will be followed. The faculty, in collaboration with the Office of Student Life, will refer persons identified as having substance abuse problems for therapeutic counseling regarding substance withdrawal and rehabilitation from a reliable treatment source/program.

A student with a history of substance abuse may be readmitted to the program. The reapplication process for a student who has previously tested positive for substance abuse will include:

- Documentation of evaluation by an Addiction Counselor.
- Demonstration of at least one year of abstinence immediately prior to application.
- Demonstrated attendance at Alcoholics Anonymous (AA) or Narcotics Anonymous (NA) for a 6-month period of time, or a recognized substance abuse treatment program of choice. Evidence of participation must be sent to the Carr College of Nursing. Acceptable evidence shall consist of a written record of at least the date of each meeting, the name of each group attended, purpose of the meeting, and the signature of signed initials of the chairperson of each group attended. Acceptable evidence for a treatment program of the student’s choice will be a verifiable completion certificate.
- Provision of letters of reference from all employers since leaving the program.
- Once readmitted, the student must sign an agreement to participate in monitoring by random drug screening consistent with the policy of the institution and the clinical agency where assigned patient care. The student will pay for testing.
- Once readmitted, the student must abstain at all times from the use of controlled or abuse-potential substances, including alcohol, except as prescribed by a licensed practitioner from whom medical attention is sought. Student shall inform all licensed practitioners who authorize prescriptions of controlled or abuse potential substances of student’s dependency on controlled or abuse-potential substances, and student shall cause all such licensed practitioners to submit a written report identifying the medication, dosage, and the date the
medication was prescribed. The prescribing practitioners shall submit the report directly to the Dean of the Carr College of Nursing within ten (10) days of the date of the prescription. (Adapted from the ASBN Suspension Motion, 0500.)

**Appeal Process** – The student has the right to an appeal before the Harding University Student Life Committee. (See the *Harding University Student Handbook*, Section 5.)

**Incident of Reoccurrence** – A student who is re-admitted to the Carr College of Nursing, and has a subsequent positive test for substance abuse, will be dismissed from the Carr College of Nursing and will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the Carr College of Nursing.
**Carr College of Nursing’s History: Significant Events**

1972  Harding College Board of Trustees approved development of a nursing program.

1973  Harding College received approval from the Arkansas State Board of Nursing to begin a BSN program.

1974  A. Michele Warren, R.N., M.S.N., was appointed first Department Chairman.

1975  First nursing class enrolled.

1976  W. K. Kellogg Curriculum Development Grant received; the Harding Nursing Student Honor Society and the Harding Student Nurse Association were formed.

1977  First nursing students graduated; all passed their licensure examination. First Pinning Ceremony held. Cathleen M. Smith, M.N., R.N. was appointed second Department Chairman. First health care missions program for nursing students developed in Nigeria and the Cameroons. Missions program faculty were Janice Bingham, B.S., R.N. and Nancy Leslie O'Brien, M.S., R.N.

1978  The Department of Nursing became the Division of Nursing. The nursing program was among the first nationally to use computer technology as part of instruction.

1979  Harding College became Harding University. The Division of Nursing became School of Nursing; Cathleen M. Smith, M.N., R.N., became the first Dean of Nursing. Harding became the first program in Arkansas to have all masters prepared nursing faculty. W. K. Kellogg Grant was awarded for Faculty Development.

1980  Students and faculty participated in the International Year of the Child by administering several thousand vaccinations to children in Nigeria and the Cameroons. This was done in cooperation with the World Health Organization, the Arkansas League for Nursing, and Mrs. Betty Bumpers, wife of Senator Dale Bumpers. Initial National League for Nursing accreditation was received for the full eight years. Panama was developed as a mission site for health care missions. Faculty was Nancy Clark, M.P.H., R.N.

1981  Epsilon Omicron Chapter of Sigma Theta Tau was chartered.

1982  First Capping/Banding Ceremony held. Nancy Clark, M.P.H., R.N. became Assistant to the Dean of Nursing.

1983  Students developed and presented the first "Nurse Sing" in chapel. Cathleen Smith Shultz became the first faculty member to receive a doctorate; Nancy Clark became the second faculty member to receive a doctorate.
1984 Caribbean Islands were developed as a mission site for the health care missions project. Faculty was Cathleen Shultz, Ph.D., R.N. Seniors Laura Cheatham and Margaret Cook won the University's First Evening of Scholarship Award for their research presentation. Dr. Joseph Pryor and Dr. Jimmy Carr were recognized at the pinning ceremony for their outstanding contribution to the development of the School of Nursing.

1985 Tenth Anniversary celebration occurred at Homecoming. Helen Lambert, M.S.N., R.N., became the Assistant Dean of Nursing. The Searcy Area Nursing Advisory Council was formed and held its first meeting at Harding University.

1986 Three additional nurses were added to the Science Advisory Council. They included:
- Mary Alice Turley, Ph.D., R.N.; West Texas State University; Canyon, Texas
- Joan Dodson, M.S.N., R.N.; Memphis State University; Memphis Tennessee
- Sharon Lane, R.N.; Calico Rock, Arkansas.
They joined Dr. Ruth Cole, former Dean of Nursing at Murray State University in Murray, Kentucky, who has been on the Council since before the School of Nursing began. Louise Bradford received the Ed.D., becoming the third faculty member to obtain a doctorate.

1987 The School of Nursing received a grant from the Arkansas State Health Department to provide a rape prevention program for White County citizens. The group became White County Rape Crisis Services, Inc. in 1988 and has been fully funded by the United Way of White County. Additional funds were secured from the Arkansas State Health Department in 1990 to form a countywide child sexual abuse awareness program.

1988 The National League for Nursing site visit again took place; reaccreditation was awarded. The Science and Nursing Development Council was formed; Dr. Mike Justus was the first chairperson. Arta Banks won the University-wide Evening of Scholarship. The Jones Foundation awarded a $100,000 grant to the School of Nursing to develop an interactive computer video program in the curriculum and to modernize the Learning Resources Center equipment.

1989 The Assistant Dean position became the Associate Dean position held by Helen Lambert. A new position, Assistant to the Dean, was created and held by Tod Martin, BBA. The Ruth Simmons family endowed the Learning Resources Center and one of the laboratories was named in her honor. She participated in the laboratory dedication services in December 1989, when she was pinned as the School’s first Honorary Nurse. She died March 29, 1990.

1990 Yvonne Francois and Lori Northcutt won the University-wide Evening of Scholarship. The seniors at the pinning ceremony honored Dean Cathleen Shultz by their presentation of an oil portrait of her. She also became the first nursing faculty member to receive the University’s Distinguished Teacher Award.
1991  The School of Nursing underwent extensive remodeling of the Dean’s office, the Audio-Visual Lab, and several other areas. The Martha Ruth Simmons Memorial Audio-Visual and Computer Lab was officially opened in October 1991. This lab was the first in Arkansas to have Interactive Video units for nursing student use. Helen Lambert became the fourth faculty member to receive a doctorate (Ed.D.) Dean Shultz was appointed to the Arkansas State Board of Nursing, later serving as President of the Board.

1992  Dr. Louise Suit received the University’s Distinguished Teacher Award; she became the second nursing faculty recipient. Haiti became another mission site under the direction of Jerry Myhan. Sandy Long also assisted in a second mission trip to Haiti this year.

1993  Dean Shultz became the first nurse in Arkansas to be inducted into the American Academy of Nursing. A revision of the nursing curriculum was completed. Jerry Myhan, Tod Martin, and 18 students went to Haiti during Spring Break. The Epsilon Omicron Chapter of Sigma Theta Tau won the Ethel Palmer Clark Founder’s Award, and the Chapter Key Award at the international convention. Dr. Ruth Cole was pinned as the School’s second Honorary Nurse.

1994  New furniture for student use was purchased and placed in the lobby of the School of Nursing. Dr. Fay Bower, president of Sigma Theta Tau, spoke at the pinning ceremony. Alvin and Georgia Hobby were pinned as Honorary Nurses for their contributions to missions and to the School of Nursing.

1995  Dean Shultz was awarded the University Distinguished Teacher Award for the second time. Mission trips to Haiti, Honduras, Guatemala, and Africa were taken by students and faculty.

1996  In the fall of 1995, the School of Nursing held a 20-year anniversary celebration with a graduate of the first class, Sarah Starling Bolton, as the featured speaker. The NLN site visit took place in the spring of 1996; the program evaluators recommended full reaccreditation. In the summer of 1996, the Olen Hendrix Building was remodeled. A new combined skills lab and nursing center, an elevator, and extensive electronic and multimedia capabilities were added. Nursing honors courses were added to the curriculum to provide an enriched learning experience for qualified students. Nancy O’Brien, following 20 years of service, was the first faculty member to retire. Dr. Helen Lambert retired as Associate Dean, but continued full-time teaching. Dr. Clifton Ganus, Jr., Chancellor of Harding University was the featured speaker at the pinning ceremony.

1997  The Olen Hendrix Building was added to the campus’ Internet, and a computer-generated announcement system was installed in the School of Nursing. Students participated in mission efforts to Haiti, Guatemala, and Nigeria. Melissa Owen’s research project was selected to compete in a national competition for honors students. A bronze plaque with the School of Nursing’s Motto: “Developing Nurses as Christian Servants” was purchased by an alumnus of the School for display in the School of Nursing. The plaque was designed and manufactured by Matthews, Inc., an internationally known bronze-working company located in Searcy.

1998  The University approved starting a graduate program in nursing. In the Fall of 1998, the School of Nursing began offering the MSN degree, with two tracks: Managed Care for High-Risk Populations, and Primary Care in Community and International Settings. Mrs.
Jan Linck retired as Acting Associate Dean, and moved to Nairobi, Kenya, where she worked as a health-care missionary and on-site faculty member for future mission efforts of the College of Nursing. Dr. Kathy Martin began serving as Director of the Undergraduate Program. Dr. Shultz continued as Dean, and took on the role of Director of the Graduate Program in Nursing. Graduates had a 100% NCLEX-RN® pass rate.

1999 The School of Nursing gained continuing full approval from the Arkansas State Board of Nursing after a site visit in February of 1999. Nursing faculty, staff, and students participated in relief efforts following a series of tornadoes, which struck Arkansas on January 21. Students and faculty participated in health care mission efforts to Honduras, Guatemala, and Haiti during the spring semester. Graduates’ success rate on the NCLEX-RN® exam was over 97%.

2000 For the fourth year, the students and faculty assisted with the River City Ministry run by the Levy Church of Christ in North Little Rock. They spent the first Sunday of each month as volunteers taking health histories and providing care. Students and faculty participated in health mission efforts to Haiti and Guatemala during the spring semester and Nigeria during the summer. The School of Nursing held its twelfth Campus Wellness Screening for employees/spouses and students. Created by Da’Lynn Clayton and Cathleen Shultz, the program has expanded under the leadership of Jerry Myhan, Charlotte Patton, and Karen Kelley, faculty members. This year also marked the 25th anniversary of the School of Nursing.

2001 The School of Nursing became the College of Nursing, which corresponds with similar changes in other campus professional schools. Two additional faculty were awarded Ph.D.s. Sheila Sullivan successfully defended her dissertation at the University of Arkansas Medical Sciences Campus and Da’Lynn Clayton successfully defended her dissertation at the University of Texas in Austin. Harding’s Sigma Theta Tau International Chapter, Epsilon Omicron, celebrated its 20th anniversary. An interdisciplinary health missions minor was initiated in conjunction with the College of Bible and Religion. Mission sites for the year included Guatemala, Haiti, Nigeria, and Uganda. Serving on the Board of Directors for 3 years, Dr. Shultz assisted with development and opening of a local church sponsored clinic, Christian Health Ministries. Under the umbrella of the Downtown Church of Christ, the clinic serves those without financial means, insurance, or government-sponsored health care programs. Currently Karen Kelley, a nursing faculty member, staffs the clinic each Sunday afternoon. Dr. Neale Pryor was named an Honorary Harding Nurse for his support of nursing in his position as Vice President for Academic Affairs. The first class of the Masters of Science in Nursing (MSN) program graduated.
2002 The graduate program received initial accreditation for five years (maximum award). An interdisciplinary Health Missions Minor was initiated through collaboration with the College of Bible and Religion. Mr. Jerry Myhan won a Distinguished University Teacher Award. Dr. Sheila Sullivan was appointed Associate Dean. Dr. Helen Lambert was awarded an “Emeritus Faculty” status and retired as a nursing faculty member; the faculty honored her with a scholarship in her name.

2003 Alumni from the first undergraduate class (1977) returned and celebrated their 25th anniversary year at a dinner. Mission trips to Haiti, Nigeria, and Tanzania were held. Former storage space was remodeled into a nursing classroom on the first floor of the Olen Hendrix Building.

2004 The College of Nursing received continuing full approval from the Arkansas State Board of Nursing. The undergraduate program had regularly scheduled state and national site visits, which complemented a self-study report. As a result, the Arkansas State Board of Nursing awarded continuing approval for 5 years and the National League for Nursing Accrediting Commission awarded continuing accreditation for eight years. Both awards were without recommendations and for the maximum number of years.

Five graduates formed the last class of the graduate nursing program. The program was closed in May 2004 by the university due to low enrollment.

The Harding Nursing Student Association (HNSA) is the 4th largest chapter in the country. Chapter faculty advisor; Johnnetta Kelly (MNSC, RN, FNP), was given the Arkansas Nursing Student Association 2003 Faculty Advisor of the Year award at the state convention. HNSA won several state awards, and 3 national awards including the 2004 Outstanding Chapter Recruitment Event.

The Olen Hendrix Building’s ceilings and heating/air condition systems were replaced.

2005 The nursing enrollment continues to expand and a waiting list was again implemented. The skills laboratory entered a three-year phased-in renovation, which included purchasing simulators and electronic monitors. A student lounge area was created on the third floor of the Olen Hendrix Building.

The Harding Nursing Student Association won three national awards at convention.

Student mission projects included Haiti, Tanzania, and Ghana.

2006 Nursing faculty and students again, for the 13th year, offered a Campus Disaster Drill, which is a collaborative event between Searcy and the Harding community. We also celebrated the 30th anniversary of the nursing program throughout the year.

The Harding Nursing Student Association, 4th largest chapter in the nation, was presented with 3 national awards. Student mission trips were to Haiti, Tanzania, and Central America. Faculty and students remain active in Searcy’s Christian Health Ministry of White County.
Ms. Debra Spunt, a faculty member from the University of Maryland, was a consultant on laboratory simulation; Ms. Spunt, site coordinator for the NLN Laerdal Simulation Project, died of breast cancer about 9 months later.

Regarding the Olen Hendrix Building, the external staircases were removed and replaced with steel stairs. Limestone external decorations near the roof were replaced with a lighter, synthetic material. The building was externally cleaned.

Cathleen M. Shultz, PhD, RN, FAAN became the first Certified Nurse Educator (CNE) at Harding, joining about 250 CNE’s nationwide. She was elected Treasurer of the National League for Nursing.

Numerous faculty published in refereed journals and books.

Dr. Da’Lynn Clayton was appointed Interim Associate Dean.

2007 Harding University announced that a new nursing building is part of the university’s five year strategic plan.

The Olen Hendrix Building became wireless for computer technology. Flat computer screens were placed in the Simmons Laboratory and bedside computers were placed in the skills lab. The skills laboratory was inventoried, updated, and organized for continuing use of evidence-based teaching strategies.

The 2007 year marked the 30th year of preparing Harding nursing graduates.

Epsilon Omicron Chapter of Sigma Theta Tau International celebrated its twenty-fifth anniversary.

Faculty accomplishments included:

- Dr. Cathleen Shultz was elected President-Elect for the National League for Nursing (NLN).
- Cheryl Lee received a Ph.D. in Nursing from the University of Arkansas Medical Sciences campus in Little Rock.
- Dr. Da’Lynn Clayton was appointed Associate Dean.
- Dr. Sheila Sullivan became an NLN Certified Nurse Educator (CNE); she and Dr. Shultz are 2 of 500 nurse educators certified in the U.S.
- Janice Bingham, Health Missions Coordinator, was instrumental in preparing 27 students to be the first in working with Harding’s newest international program in Zambia to begin fall semester 2007. A required preparation course was implemented and coordinated by Miss Bingham. She received the 2007 Distinguished Teacher Award.
2008 Faculty accomplishments included:

- Juli Lane received a MSN from University of Southern Alabama.
- Karen Kelley received the District 8 Nurse of the Year Award from the Arkansas Nurses Association.
- Dr. Da’Lynn Clayton received an Outstanding Teacher Award from the University.
- Jeanie Burt became an NLN Certified Nurse Educator (CNE).
- Johnnetta Kelly was appointed to the NLN Taskforce on Cultural Diversity.
- Jackie Harris was appointed as an NLN Ambassador.

2009 The College of Nursing received continuing full approval from the Arkansas State Board of Nursing in May 2009.

Student Accomplishments

- The Harding Nursing Student Association won the Arkansas State Award for their newsletter, The Pulse, November 2008.

Faculty Accomplishments

- Dr. Cheryl Lee was appointed to the American Academy of Nursing Geropsychiatric Competency Development Taskforce in April 2, 2009.
- Dr. Cathleen Shultz was awarded the Fellow in the Arkansas Gerontological Society in April 2009.
- Johnnetta Kelly won the Graduate Research Poster Award from Tri-Chapter Sigma Theta Tau International Research Conference in April 2009.
- Dr. Cheryl Lee, Johnnetta Kelly, and Juli Lane became NLN Certified Nurse Educators (CNE’s).
- Karen Kelly received an Outstanding Teacher Award from the University.
- Dr. Cathleen Shultz presented the Keynote Address: Challenges of Implementing Evidence-Based Teaching for the Nursing Education Institute, April 2009.
- Dr. Cathleen Shultz received the Outstanding Award for Innovation in Baccalaureate Geriatric Nursing Education Award from the Hartford Foundation and the American Association of Colleges of Nursing: Washington D.C.; 2008

Faculty Publications

Articles


Book Chapters

Books

2010   The College of Nursing was renamed the Dr. James F. Carr, Jr. College of Nursing (Carr College of Nursing) by the Harding University Board of Trustees in May 2010.

Student Accomplishments
- The Harding Nursing Student Association (HNSA) newsletter, The Pulse, won the Arkansas Nursing Students’ Association (ANSA) award for Most Outstanding Newsletter as well as the Most Outstanding Newsletter at the NSNA National Convention in Orlando, FL.
- Kevin Lillis, HNSA member and ANSA board member, proposed a resolution which was passed at the NSNA National Convention.

Faculty Accomplishments
- Dr. Cathleen Shultz was installed as President for the National League for Nursing (NLN) in September 2009. Dr. Cathleen Shultz, along with other NLN leaders, published the NLN Outcomes and Competencies Model.
- Dr. Da’Lynn Clayton was appointed to the NLN Presidential High-Stakes Testing Task Force.
- Johnnetta Kelly was appointed to the NLN Certified Nurse Educator (CNE) Test Commission; she also received an Outstanding Teacher Award from the University.
- Janice Bingham received an Outstanding Christian Service Award during the annual Harding University Lectureship.
- Lisa Engel became an NLN Certified Nurse Educator (CNE).
- Jeanie Burt was appointed to the NLN CNE Test Development Committee.

2011   The family of Dr. James F. Carr, Jr. was honored at the Carr College of Nursing Transition Ceremony in August 2010. The ceremony took place in the Cone Chapel where Mrs. Stephanie Carr, Dr. Jim Carr and wife Susan, and Tom Carr and wife Lisa, participated in the HCCN Candlelighting Ceremony welcoming the new nursing students.

The Carr College of Nursing was officially dedicated by the Harding University Board of Trustees, in a ceremony held in conjunction with Homecoming activities in November 2010.

During the summer, the HCCN pin was redesigned to bear the new name, Harding University Carr College of Nursing.

A Nursing Student Study Center was created in OH 302. The room offers students a comfortable, quiet area to study or work on group projects, with wireless internet service, laptop counters, and table workspace available.
Student Accomplishments
- Mike Carrodeguas, HNSA delegate to the NSNA National Convention, developed and proposed a resolution which passed at the convention.
- Kevin Lillis, HNSA member, continued to serve as ANSA Legislative Chair of the Board of Directors and also filled the role of Nominations and Elections Committee Chair.
- Amber Bellcock, HNSA member, served as a District II Director through ANSA.
- Teddy Luke, HNSA member, served as Director of Nominations and Elections.
- The HNSA newsletter, The Pulse, again won the ANSA award for Most Outstanding Newsletter.
- Kelly Frye, a senior, won the 2011 National Gerontological Student Nursing Leadership Award from the National Gerontological Nursing Association.
- Brittany Houtchens, a senior, received a scholarship award from the Arkansas Foundation for Medical Care for her project on Reducing the Use of Physical Restraints Among the Elderly in Long-Term Care Facilities.

Faculty Accomplishments
- Jackie Harris became an NLN Certified Nurse Educator (CNE).
- Jerry Myhan received an Outstanding Teacher Award from the University.
- HCCN’s Epsilon Omicron Chapter of Sigma Theta Tau International, sponsored the annual Tri Chapter Research Day in March on Harding’s Campus. The program, which focused on genetics in nursing, featured presentations such as: Decoding the Human Genome: Applications for Genetic Obesity Research; Pharmacogenomics on the Horizon; and Last Things First: Above All Do No Harm.

2012
- July 2, 2012, was a landmark day for the HCCN. The groundbreaking for the new Nursing and Communication Sciences and Disorders building was held that morning. In addition to Dr. Cathleen Shultz, Dr. Beckie Weaver, Dr. David Burks, Dr. Jim Carr, Dr. Clifton Ganus, Jr., and other HU administration, those attending included nursing faculty and staff, community leaders, nursing students, and clinical agency leaders.

- Dr. Clifton L. Ganus, Jr. and his wife, Louise, were named Honorary Nurses of the HCCN. The HCCN pins were presented at the Rose-Pinning Ceremony for the May 2012 HCCN graduates.

- In February, 2012, the HCCN underwent an NLNAC accreditation visit, culminating in the visitors recommending reaccreditation for the next eight years.

- Epsilon Omicron Chapter of Sigma Theta Tau International celebrated its 30 year anniversary.

- In 2012, HCCN celebrated its 35th year.

Faculty Accomplishments:
- Dr. Melodee Harris is President and a founding member of the Arkansas Chapter of the National Gerontological Nursing Association. She is also Director-at-Large for the National Gerontological Nursing Association.
• Johnnetta Kelly completed her doctoral studies and received her Ph.D. from the University of Texas Arlington, December 2012. Her dissertation title was “Health screenings beyond a history of Gestational Diabetes Mellitus: A secondary analysis of behavioral risk factor surveillance data.” She presented a 1.0 (hr) CE presentation to ARNA: “Screening after a history of Gestational Diabetes.”

• Janice Bingham received the Dr. Henry and Grace Farrar Award for Service in Medical Missions at the 30th Annual Medical Missions Seminar in Ft. Worth, TX. In February, Janice also received the Woman of Hope Award from Healing Hands International for service in missions. During the 2012 WINGS conference, Janice was recognized for her life of service to God.

• Jeanie Burt was honored in October 2011 as the Chapter Advisor of the Year at the ANSA convention in Rogers, AR.

• Dr. Cathleen Shultz will be among 32 distinguished nurse educators to join the National League for Nursing’s Academy of Nursing Education. She will be inducted as a fellow (ANEF) at the NLN 2012 Education Summit in September 2012. Dr. Cathleen Shultz successfully renewed her recognition as a Certified Nurse Educator (CNE).

• Jerry Myhan completed requirements for recertification as a Family Nurse Practitioner (FNP).

• Jeanie Burt was recertified as an NLN Certified Nurse Educator (CNE).

• A book edited by Dr. Cathleen Shultz and two other nationally recognized nurse educators, was nominated for the Capstone International Nursing Book Award by Sigma Theta Tau International. The book, “Giving through teaching: How nurse educators are changing the world,” features HCCN faculty Janice Bingham and Karen Kelley and includes photos of HCCN faculty and students.

• Student Accomplishments:

• The HCCN, along with only two other nursing schools nationwide, received NSNA Stellar School Chapter Recognition on April 14, 2012, at the NSNA convention in Pittsburg, PA. The HNSA students devoted many hours to gathering documentation and other evidence of the school’s and HNSA’s professional activities, areas of service, and other accomplishments required by the criteria for this distinguished award.

• Charlotte Hatch, HNSA member, was elected as the ANSA Legislative Chair at the ANSA convention in October 2012.

• Kasey House and Charlotte Hatch, HNSA delegates to the NSNA convention in Pittsburgh, PA, in April 2012, developed and proposed two resolutions which were passed at the convention.
• The HNSA chapter won the following awards at the ANSA convention: Legislative Excellence (for outstanding fundraising and budget management) and Outstanding Newsletter (for their outstanding work with The Pulse).

• Jennifer Walker, a senior, submitted a manuscript entitled “Let Them Cry” to the Journal of Christian Nursing. She received notice that her work will be published.

2012 - 2013 Highlights

Harding Nursing Student Association Chapter won Most Outstanding Newsletter at the Arkansas State Convention in Little Rock. Chapter representatives presented a resolution at the House of Delegates. It was passed by a large majority at the National Student Nurses’ Association (NSNA) Convention in Charlotte, North Carolina. Meghan Przeczewski presented a poster about the HNSA’s journey to become a Stellar Chapter. Chapter Advisors are Patty Smith and Jeanie Burt.

Dr. Cheryl Lee was a finalist 2013 Arkansas Nurse Educator. The event was celebrated in June in Little Rock with over 500 attending the awards event.

Alumnus Kyle Vath was named 2012 Outstanding Alumnus for the Carr College of Nursing.

Groundbreaking for the new building occurred with a ceremony in July, 2012. The year was spent in preparation for a move in August of 2013. New equipment, new designs, and new technology are planned. Students and faculty are very excited.

Dr. Cheryl Lee was presented a 2013 Harding University Outstanding Teacher Award.

Patty Smith successfully completed her comprehensive exams for her PhD in Nursing from UAMS.

Jerry Myhan and Dr. Johnnetta Kelly attained recertification as Family Nurse Practitioners. Drs. Cheryl Lee and Johnnetta Kelly were recertified as an NLN Certified Nurse Educator.

Janice Bingham, in our collaborative international program, spent the fall semester in Zambia at a mission site. She and Julie Lane took a group of nursing majors to Tanzania for a health missions program at a clinic and orphanage site. Jerry Myhan took a group of students to Haiti during spring break as part of health missions activities.

Dr. Cathleen Shultz was installed as a Fellow of the NLN Academy of Nurse Educators in Anaheim, CA. There were only 250+ in the country at that time.

Dr. Melodee Harris was elected President of the National Gerontological Society for 2012-2014.

The Arkansas Nurses Association celebrated its 100th anniversary in 2012 and the Arkansas State Board of Nursing celebrated its 100th anniversary in 2013. The Carr College of Nursing supported both events. Enrique Ceniceros is a McNair Scholar. He is sponsored by Dr. Melodee Harris through the HU McNair Program.
2013-2014 Highlights

This fall marked the culmination of years of praying, dreaming, planning, and preparing for the new facility. The HCCN moved from the Olen Hendrix Building, where the first nursing class enrolled in 1975, to the Swaid and Christy Swaid Center for Health Sciences Building. The HCCN and the Department of Communication Sciences and Disorders share the nearly $10 million state-of-the-art facility. During Homecoming weekend the facility was dedicated in an afternoon ceremony featuring remarks by Dr. Swaid Swaid and several HU dignitaries.

In September the HCCN faculty and staff honored Dr. Bruce McLarty and his wife, Ann, with a dinner in the new Freeman Conference Center in the Swaid Center for Health Sciences. Dean Cathleen Shultz presented Dr. McLarty and Ann HCCN school pins as honorary nurses, and a plaque commemorating a tree planted in their honor in front of the Swaid building.

Alumnus LaDonna Johnson was named the 2013 Outstanding Alumnus for the HCCN.

In October, HNSA (under the leadership of Breakthrough to Nursing (BTN) Director Rachel James, and HNSA President Larissa Pinzcuk) offered HNSA’s first ever BTN activity. This Explore Nursing event drew over 40 area high school students and exposed them to the many career opportunities available nursing.

HNSA participated in the Arkansas Nursing Students’ Association (ANSA) Convention in Little Rock, with 21 students serving as delegates. Becca Lyle, senior nursing major, served on the ANSA Board of Directors as Webmaster.

Jeanie Burt presented a session at the International Healthcare Foundation’s 32nd Medical Missions Seminar in Ft. Worth involving strategies to promote student involvement in service/mission efforts. Students serving on a panel for this session included Heath and Erin LaFavers, Jenna Lillich, and Michelle Sexton. Raya Grasham, a senior nursing major, presented a session about her time last summer in Tanzania with the HCCN.

Harding’s Epsilon Omicron Chapter of Sigma Theta Tau International (STTI), along with Arkansas State University’s Chapter of STTI, sponsored the annual Research Day in March. This year Epsilon Omicron planned this scholarly conference and hosted it on our campus. The theme was Opening the Door to the Role of Mental Health Nursing in Healthcare.

HNSA participated in the NSNA Convention in Nashville, TN, with 18 members, six of them serving as delegates. Rachel James and Larissa Pinzcuk authored and presented a resolution dealing with safer alternatives to restraint use in pediatric patients, which passed in the House of Delegates. The HNSA won the school award for their BTN activity and an individual award for their International Photo.

Dr. Johnnetta Kelly was named the 2014 Arkansas Nurse Educator at the annual event celebrated in June in Little Rock.

May brought a time of transition as Dean Cathleen Shultz stepped down from her role as dean, after 36 plus years. She plans to spend the next year on sabbatical pursuing other projects, including writing, then return to teaching. Her contributions to the Carr College of Nursing are
innumerable and her professional and spiritual leadership will continue to be felt throughout the program.

In June, Dr. Susan Kehl became dean of the HCCN. She brings a wealth of experiences in nursing and nursing education. Dr. Kehl is an alumnus of the HCCN, and has been a valuable member of the HCCN faculty for the past two years.

2014-2015 Highlights

I was honored to begin the position of Dean of the Carr College of Nursing on June 1, 2014. Dr. Cathleen Shultz left a foundation of excellence in the college. The faculty and I have prayerfully collaborated during this year to continue the development of our nursing students as Christian servants.

During this year, two major reports were submitted and approved. The undergraduate program received full approval from the Arkansas Board of Nursing (ASBN). Secondly, the program received continuing accreditation from the Accreditation Commission of Education in Nursing (ACEN). Both of these reports were essential for our Bachelor of Science in Nursing (BSN) graduates attaining national licensure as registered nurses, and then attending graduate programs in the future.

The faculty and I worked diligently during the year to evaluate the BSN curriculum and the admission standards. We updated the sequence of the nine clinical courses, and revised the admission criteria in efforts to prepare students for the rigors of the program.

We plan to open a Family Nurse Practitioner Master of Science in Nursing program this fall. The program will be taught on line with the students attending campus event three times each year. The graduate faculty are currently admitting the initial class.

We are prayerfully working to both challenge and encourage the students in their goals and dreams of professional nursing. We appreciate your prayers, support, and gifts throughout the year. The beautiful Swaid facility is a blessing to faculty and students every day. We weekly use simulation laboratory equipment provided by the generosity of those that support the mission of the college. We seek the Lord’s wisdom in order to honor Him in all we do, and hope these behaviors communicate our gratitude to our generous students, alumni and friends.

We currently have 15 full-time nursing faculty, and one full-time opening. We have been blessed this year with new experienced faculty committed to the mission of Harding University. Dr. Dona Clarin began last summer as the FNP Director, and Dr. Debby Nutt began in August as full-time faculty in the BSN program. Later in January, Dr. Greg Brooks began as the Associate Dean, Shari Wells as FNP faculty, and Lisa Engel began teaching Women’s Health in the BSN program. An additional update is the appointment of Dr. Cheryl Lee to Assistant Dean of Clinical Education. Several part-time Clinical Faculty guided and mentored our students in safe direct patient care in many facilities in the region.

Karen Kelley leads the Community Health clinical course and supervises students in major community events. She and students conduct a Wellness Screening each semester for the Harding campus employees. She helps to organize a community wide simulation in Disaster response. All
pertinent community responders participate. This spring, Dr. Jenene Alexander led an excellent debriefing session on crisis de-escalation.

Through the dedicated leadership of Jerry Myhan and Janice Bingham, Healthcare Missions remains a vital part of the service of the Carr College of Nursing. This year there are 70 nursing students also minoring in Healthcare Missions. Last fall, Janice led a large student group to spend the semester at Harding University in Zambia (HIZ). This spring, five nursing majors joined other medical and nursing professionals for a surgical clinic in Guatemala. Nine nursing and pre-nursing majors joined Dr. Clarin and other professionals to host community clinics and health education sessions in Haiti. Additionally, the Haiti team worked with two orphanages and networked for community relationship building. This month, Janice Bingham and Ronda Reely will lead six nursing students to care for patients for five weeks in the Chimala Mission Hospital at Tanzania, East Africa. Finally, Lisa Engel accompanied one senior student to Cambodia to work on the Ship of Life. They worked with the medical crew to provide primary care services. The trips provide essential medical and nursing services to the host recipients, but also challenge the hearts and minds of our students and faculty of God’s mission and work in the world. We believe these experiences are life changing.

The Harding chapter of the National Student Nurses Association (HNSA) is an active and service oriented group. All upper division students attended the state ANSA convention last fall and 21 students served as delegates. This spring, 10 students attended the national convention, and 7 were national delegates. There were 2 service highlights from this group this year. Three nursing students, 5 Pharmacy students, and Jeanie Burt conducted a health fair at Levy Church of Christ Community Day. They assessed vital signs, blood glucose levels, weights, BMI levels, and medication histories. The student participated in counseling related to medications, lifestyles, diet, nutrition, and smoking cessation. A large student nurses’ group hosted 40 students from Beebe High School for a Breakthrough-to-Nursing event. The high school students were given a tour of the Swaid building, taught vital signs, CPR techniques, hand washing, and several assessment skills. The high school students had many questions related to nursing and careers in the health sciences that morning. HNSA is capably led by faculty sponsors, Jeanie Burt and Patty Smith.

2015-2016 Highlights

This academic year was productive for the faculty, staff and students at the Carr College of Nursing. The most notable achievement was the initiation of the graduate nursing programs in the fall of 2015. Seventeen students part-time, full-time students were admitted to the Master's of Science in Nursing (MSN), the Post-Master's Certificate (PMC) or the second MSN. Preparation for the advanced practice role as a Family Nurse Practitioner is the focus of all programs. The MSN degree is 45 credit hours in length with 720 required clinical hours. With full-time status, the length of the program is five semesters and with part-time status, the length is eight semesters. Courses are offered in the fall, spring and summer semesters. Four of the full-time faculty at the college teach in the program and with one adjunct faculty. In the fall of 2016, as many as 37 students, will be enrolled in the program.

The graduate nursing programs implement distance education with mixed online instruction and face-to-face faculty and student experiences. The students will visit campus on five occasions for one-week campus intensives. Course orientations, final exams and laboratory instruction are planned during these intensives. The students and faculty work to secure clinical preceptors in the student's local areas. The students and faculty communicate weekly, and faculty travel to the clinical site at least once a semester.
The Bachelor of Science in Nursing (BSN) program had a year of significant accomplishments. In 2015, all graduates of the BSN program passed the licensing exam the first time, a 100% pass rate. There were 37 graduates and 54 admitted to the BSN program in fall 2015 and spring 2016. There are 15 full-time faculty who teach in the program and 13 part-time clinical faculty who lead clinical groups. Five of the nine BSN clinical course coordinators began using high-fidelity simulation. These experiences involve realistic student participation in safe nursing practice. Students are required to make decisions, communicate with interprofessional health care team members, implement interventions and administer medications safely. The course coordinator of NURS 4550 Nursing Leadership and Management implemented a multiple patient simulation experience and a new clinical immersion within that course. Senior students are paired with a preceptor in the hospital to learn how to care for multiple patients during a twelve-hour shift. The faculty believe this preparation will ease the transition of the new graduate nurses to professional practice in the hospitals.

The faculty and students are involved in notable service and leadership opportunities. Faculty and students participated in health care missions trips to Haiti, Guatemala, Tanzania, Cambodia and Thailand. A new nursing faculty member was hired to lead the Harding University in Zambia (HIZ), East Africa each fall. Jessica Gardner, MSN, APRN, CPNP-AC will lead sophomore students in the semester-long HIZ experience.

The Harding Nursing Student Association (HNSA) is an active organization with leadership and service opportunities for all students. HNSA is involved locally, in the state and at the national levels. Last spring in Orlando, Florida, three students presented a resolution to the House of Delegates at the National Student Nursing Convention. Their resolution contained support of Rapid Response Teams (RRTs) simulation in undergraduate nursing education to decrease the number of missed RRT calls in hospital settings. This implementation will increase new graduate competency on the activation of RRTs.

**2016-2017 Highlights**

A passion for the profession of nursing is shared by faculty and students in the Carr College of Nursing. Nurses are honored to assist patients and their families in simple and complex ways in diverse circumstances. When nurses are committed to excellence in patient care, we believe nurses are loving their neighbors as the Lord commanded. The demanding professional lives of nurses in student, professional practice or advanced practice roles become meaningful journeys when the Lord is honored.

The commitment of the college of nursing to excellence and continuous quality improvement is acknowledged by the Arkansas Board of Nursing state approval and the new national accreditation given by the Commission on Collegiate Nursing Education (CCNE). Effective September 2016, CCNE accredited the newest Master of Science in Nursing (MSN) and Post-Graduate Certificate (PGC) Family Nurse Practitioner (FNP) programs and the Bachelor of Science in Nursing (BSN) program. CCNE serves higher education institutions and healthcare organizations throughout the United States.

The first class of eight FNP graduates finished the programs in May 2017. Last spring, a total of 30 graduate nursing students were enrolled at Harding, and 42 will be enrolled this fall. The graduate nursing programs are delivered by hybrid, distance strategies. With faculty assistance, the students seek clinical placement in his or her state of residence. Faculty maintain weekly contact with students and preceptors. Faculty will visit each clinical site at least once a semester. Students are required to attend five week-long intensives on campus during their studies.
To earn CCNE accreditation, the nursing programs must strive for a culture of continuous quality improvement. To measure quality improvement, each program, BSN, MSN and PGC, has ten program outcomes (POs) that are evaluated annually by faculty. The program outcomes are student completion rates, licensing/certification rates, employment rates, achievement, satisfaction, alumni achievement, employer satisfaction, and aggregate faculty outcomes in teaching, scholarship and service. Faculty in each program have established eight student learning outcomes (SLOs) that are evaluated by students’ class assignments, testing and clinical proficiency. As curricula are refined by annual analyses, increased use of current evidenced-based content and teaching strategies are implemented. The BSN program has experienced 2.5 years of 100% pass rates of graduates for the national licensing exam, the NCLEX-RN™, as a result of the program outcome and student learning outcome evaluation process.

The leadership and service of faculty and students in the college give meaning to the myriad details of the continuous quality requirements. Each week, approximately 170 undergraduate and graduate students in the college will care for patients in various clinical settings. There are 864 clinical hours in the BSN program and 720 clinical hours in the MSN and PGC programs. Clinical activities domestically and abroad are closely aligned with the mission of the college and university. Nursing faculty and students make annual trips to Guatemala, Haiti, Tanzania, Cambodia and Thailand. Nursing faculty serve and lead in the Harding University in Zambia program. The worldview and faith of faculty and students broadens and matures as they care for patients in international settings.

Finally, the founding Dean of the Carr College of Nursing, Dr. Cathleen Shultz, began a legacy of professional leadership and service. Each student in the college is a member of the National Student Nurses Association. Under the leadership and guidance of faculty sponsors, the Harding Student Nurses Association is actively involved at local, state and national levels. There are currently five Harding BSN students leading and serving as officers at the state level. The chapter received Stellar Chapter recognition at the national convention in Dallas in April 2017. The students lead and serve in promoting the profession of nursing at Harding and surrounding communities.

**2017 – 2019 Highlights**

The BSN faculty and students have continued with excellence in academics, service and leadership. The BSN program completed the fourth year as measured by the Arkansas Board of Nursing with a 100% licensing exam pass rate. The students continue to seek excellent RN positions in Arkansas, neighboring states, Mayo Clinic and Vanderbilt, as well as other diverse locations.

The service of health care mission trips continues to be a strength of program. The students participated in trips to Haiti, Guatemala, Tanzania, Cambodia and Thailand. The Harding University in Zambia program is growing and led by a nursing faculty member.

The Harding Nursing Student Association (HNSA) is strong and vibrant. As the largest chapter in the state, the leaders continue to participate at state and national levels. The HNSA students participated in a mission fund raiser and gifted the International Health Care Foundation (IHCF) with a monetary gift. There are currently several state leadership positions filled by BSN students. Finally, many traveled to Salt Lake City to participate in the national convention.

In 2018, Dr. Patricia Smith was appointed the BSN Director and Dr. Greg Brooks was named the Assistant Dean of Student Affairs. The leadership team in the collage and BSN program is strong.
and collaborative. In 2019, two BSN faculty completed their Doctor of Nursing Practice (DNP) degrees, and three additional faculty began their DNP degrees in the summer of 2019.

Additional Historical Information
By May 2012 over 1,500 alumni of the Carr College of Nursing were practicing in the United States and all over the world. Numerous graduates have, or are pursuing, masters and doctoral degrees in nursing.

The development of the Carr College of Nursing, from the inception of the idea to educate nurses to the fully developed program, has been a continuing effort by Harding University. A strong pre-nursing curriculum was offered at Harding College in the late 1940's. In the fall of 1972, administrative officers of the College became interested in developing a baccalaureate degree in nursing to meet the needs of students who chose to attend a Christian college.

A feasibility study for a nursing program was undertaken in July, 1972 by Dr. James F. Carr, Jr., the Assistant to the Dean of Harding College, and members of the science faculty. A critical nursing shortage and a scarcity of educational programs to prepare baccalaureate graduates were evidenced. The administration, consistent with its philosophy of service, proceeded with the necessary steps to establish a new program to help meet those needs. Support and endorsement were given by the Harding College Science and Pre-Medical Advisory Council, as well as other interested friends at Harding. Letters of support came not only from sister junior colleges, but also from health care facilities and healthcare providers in the immediate area.

The Harding College Board of Trustees approved the program development in November, 1972, followed by the Arkansas State Board of Nursing in May, 1973. A. Michele Warren, M.S.N., served as the first chairman of the nursing program. For the school year 1975-76 two other faculty were employed. They were Elissa Lane (Miller), M.N.Sc., and Louise Truex (Bradford), M.S.N. In the fall of 1975 the first class of 56 students was admitted into the upper level of nursing major. The nursing program was organized as a Department of Nursing Education in the Division of Natural Science.

In 1976 nine more faculty were added, including two who still continue with the Carr College of Nursing: Cathleen Shultz, PhD, RN, FAAN and Janice Bingham, MSN, RN, ANP. The second class was admitted in the fall of 1976, making a total enrollment of about 100 students. The first class of 48 students, including two registered nurses, was graduated in May, 1977. The name of the program was changed to the Department of Nursing in the fall of 1977 and Cathleen M. Smith became the Chairman, with 15 full-time faculty members.

Harding College became Harding University in August, 1979 and with this change, the program became the School of Nursing and its chief administrative officer became the Dean. Mrs. Cathleen Smith Shultz, the Chairman of the Division of Nursing, was appointed the first Dean.

Faculty development continued to be a characteristic of the School. In 1980, Harding was the first Arkansas nursing program to have all masters prepared faculty. Cathleen M. Smith received a Ph.D. in 1983, becoming the first faculty member to receive a doctoral degree. By the fall of 1984, two faculty had doctoral degrees, and seven of nine faculty members had masters degrees. Louise Truex Bradford received her Ed.D. in 1986. By the fall of 1999, three faculty had doctoral degrees, three had doctoral degrees in progress, and all others had masters degrees. Several were nationally certified in their specialties.
In April of 1980 the School of Nursing received notification from the National League for Nursing (NLN) that the School had received the maximum accreditation length of eight years. Accreditation by the NLN Board of Review was a giant step for the School of Nursing. Continuing accreditation was achieved in 1988. The NLN program evaluators returned to campus in the spring of 1996, and recommended continuing accreditation which was again approved by the NLN in October of 1996. NLN is now the National League for Nursing Accrediting Commission (NLNAC) which awarded continuing accreditation with no recommendations in 2004.

Student involvement in the Carr College of Nursing has been present since its inception. The Harding Student Nurse Association was organized in 1976 and is an active chapter at the state level; the name was changed in 1997 to Harding Nursing Student Association because the title of “nurse” became a protected title. Several Harding nursing students have served as state officers. Students are selected each year to sit on several faculty committees and submit input from the student perspective. Epsilon Omicron, a Sigma Theta Tau International Nursing Honor Society chapter, was incorporated in 1980. The organization promotes nursing scholarship and has annually held nursing workshops.

During these developing years, the faculty and students in nursing have, through committee work, developed principles and procedures to guide students while enrolled in nursing. The results of the faculty and student deliberation have been compiled into a Handbook for the Carr College of Nursing for the benefit of present and incoming students. The HCCN Undergraduate Student Handbook does not replace the Harding University Student Handbook, but has been developed to enhance and give specific information to nursing majors.

**Student Award Recipients**

### Outstanding Freshman Academic Achievement Award

- 2007 Haley Jane Witt, Emily Crooks, Michelle Link, & Brandi Sims
- 2008 Brianna Sims, Jessica Berrens, MacKinsey Davis, Mattie Hughes, Hannah Henderson, Alicia Tinkle, Stephanie Rose, Heather McIntosh, & Alvanell Lopez
- 2009 Cynthyn Carson, Jenny Krone, Monica McCormick, Rachel Moran, & Erin Watson
- 2010 Claire Childress, Meredith Clark, Brett Cravens, Chelsey Curlitt, Kimberly Gibbs, Aaron McGaughey, Larissa Pinczuk, Ashli Roussel, Mary Strange, Anna Strock, & Brittany Wilson
- 2011 Raya Grasham, Nathan Steritz, Hunter Pettie, Ashley Clement, & Kayla Bess
- 2012 Erin Cook, Abbeyrose Sharts, Madeline Perry, Peyton Pugh, & Lauren Rogers
- 2013 Rachel Hardison, Victoria Wagner
- 2014 Emily Giboney, Caroline Robertson, Michelle Gontko, Tabitha Sayers, Maekala Williams, Kaylen Martin, Marie-Pierre Lacoss, Alexa Santamaria, Mallory Reynolds
- 2015 Sarah Dodd, Hayley Fortson, Victoria Hurt, Hope Joiner, Gunnar Leasure
- 2016 Calee Ash, Jennifer Fausett, Moriah McIntyre, Margaret Burch, Grant Hull, Sheridan Gray
- 2017 Olivia Baker, Anna Green, Zachary Springman, Makayla Smith, David Anderson, Rebecca Black, Stephen Stagg, Haley Mills
- 2018 David Anderson, Olivia Baker, Rebecca Black, Chamberlain Green, Haley Mills, Zach Springman, Makayla Smith, Peyton Stagg
- 2019 Avery Amundson, Jackson Cobb, Hunter Haynes, Deanna Hutson

### Outstanding Sophomore Academic Achievement Award

- 1990 Barbara Turner
- 1991 Barbara Turner
- 1992 Cheryl Page
- 1993 Scott Harnden
- 1994 Ellen Huffard
- 1995 Tonya Nelson
- 1996 Ingrid Liimatta
- 1997 Dana Grady
- 1998 Sherry Stidham
- 1999 Miriam Lee
- 2000 Melissa Holland
- 2001 Tiffany Rompel, Lauren West
### Outstanding Junior Academic Achievement Award

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### Outstanding Senior Academic Achievement Award

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2003 Michelle Ruhl
2004 Rebecca Clausen
2005 Sara Langley
2006 Cali Anderson, Lauren Crews
2007 Jennifer Johns, Reginald Randle
2008 Megan Dossey, Lori Wise
2009 Julia Amend, Joni Cutshall, Gwendolyn Scott
2010 Sam Strange
2011 Jessica Berrens
2012 Monica McCormick, Rachel Moran,

2008 Sara Kathryn Smith
2009 Marcus Binns
2010 Sam Strange
2011 Brad Houtchens
2012 Kellum Tate
2013 Anna Stock
2014 Kelly Donaldson

2003 Vincent Beasley
2004 Rebecca Clausen
2005 Sara Langley
2006 Lauren Crews, Leah Hochstetler
2007 Krista Spencer, Jennifer Johns, Millie Rummer
2008 Megan Dossey, Reginald Randle
2009 Joni Bauguss, Hannah Johnson, and Deborah Kady

2008 Sara Kathryn Smith
2009 Marcus Binns
2010 Sam Strange
2011 Brad Houtchens
2012 Kellum Tate
2013 Anna Stock
2014 Kelly Donaldson

2003 Michelle Ruhl
2004 Rebecca Clausen
2005 Sara Langley
2006 Cali Anderson, Lauren Crews
2007 Jennifer Johns, Reginald Randle
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2011 Jessica Berrens
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### Daedalus Award

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2009  Fall: Betsy Dell, Hannah Johnson  
2010  Spring: Paul Habegger

### Outstanding Community Service Award

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<td>Fall: Gunnar Leasure</td>
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<tr>
<td>2019</td>
<td>Spring: Hannah Johnson</td>
</tr>
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</table>

### Best Presentation – University Evening of Scholarship

(Discontinued 1990)

<table>
<thead>
<tr>
<th>Year</th>
<th>Award Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984</td>
<td>Meg Cook, Laura Cheatham;</td>
</tr>
<tr>
<td></td>
<td>Honorable Mention – Candy Muncy</td>
</tr>
<tr>
<td>1988</td>
<td>Arta Banks</td>
</tr>
<tr>
<td>1990</td>
<td>Yvonne Francois, Lori Northcutt</td>
</tr>
</tbody>
</table>

### Outstanding Scholarly/Research Paper Award

(Discontinued 1996)

<table>
<thead>
<tr>
<th>Year</th>
<th>Award Recipients</th>
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</thead>
<tbody>
<tr>
<td>1983</td>
<td>Jena Thomas, Charles Stillwell</td>
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<tr>
<td>1984</td>
<td>John Douglas, Robert Price</td>
</tr>
<tr>
<td>1985</td>
<td>Rachel Sullins, Debra Woodell</td>
</tr>
<tr>
<td>1986</td>
<td>Cathy Bishop, Jane Evans</td>
</tr>
<tr>
<td>1987</td>
<td>Laura Word, Mary Pillay</td>
</tr>
<tr>
<td>1988</td>
<td>Cecilia Sanders, Kevin Johnson</td>
</tr>
<tr>
<td>1989</td>
<td>Trudy Barnes, Audrey Brooker</td>
</tr>
<tr>
<td>1990</td>
<td>Tara Baggett</td>
</tr>
<tr>
<td>1991</td>
<td>Lisa Shappard, Wendy Webster</td>
</tr>
<tr>
<td>1992</td>
<td>David Owen, Stephanie Duncan</td>
</tr>
<tr>
<td>1993</td>
<td>Amy Tess, Deann Harsch</td>
</tr>
<tr>
<td>1994</td>
<td>Cheryl Paige, Margie Helm, Marcie McClung,</td>
</tr>
<tr>
<td></td>
<td>Brenda Kennedy, Marly Kennedy</td>
</tr>
<tr>
<td>1995</td>
<td>Christina Youngblood, Karissa McKee, Robin</td>
</tr>
<tr>
<td></td>
<td>Harz, Tina Medler, Paula Donahue</td>
</tr>
<tr>
<td>1996</td>
<td>Laura Bartlett, Jessica Beltzer</td>
</tr>
</tbody>
</table>

This award ceased with the initiation of portfolios for graduates.

### International Student Recognition

<table>
<thead>
<tr>
<th>Year</th>
<th>Award Recipient</th>
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</thead>
<tbody>
<tr>
<td>1992</td>
<td>Siu Man “Winnie” Yeung</td>
</tr>
</tbody>
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### Outstanding Alumnus Recipients
## Outstanding Alumnus Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>BSN Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986</td>
<td>Sara Starling Bolton</td>
<td>'77</td>
</tr>
<tr>
<td>1988</td>
<td>Kathy Hood</td>
<td>'78</td>
</tr>
<tr>
<td>1990</td>
<td>Connie Bowers Edelman</td>
<td>'79</td>
</tr>
<tr>
<td>1992</td>
<td>Vicky Clark Bowden</td>
<td>'79</td>
</tr>
<tr>
<td>1993</td>
<td>Marcia Austin Moore</td>
<td>'79</td>
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<tr>
<td>1994</td>
<td>Julia Henderson Gist</td>
<td>'83</td>
</tr>
<tr>
<td>1995</td>
<td>Linda Darnell Calvert</td>
<td>'83</td>
</tr>
<tr>
<td>1998</td>
<td>Kathy Davenport</td>
<td>'77</td>
</tr>
<tr>
<td>1999</td>
<td>Nancy Faxon Kaplan</td>
<td>'80</td>
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<tr>
<td>2000</td>
<td>Elaine Boswell King</td>
<td>'79</td>
</tr>
<tr>
<td>2001</td>
<td>Georgia Hobby</td>
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<tr>
<td>2003</td>
<td>Dr. Martha Farrar-Highfield</td>
<td>'80</td>
</tr>
<tr>
<td>2005</td>
<td>Sonya Curtis</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Mark Pridy</td>
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<tr>
<td>2007</td>
<td>Christy Golden</td>
<td></td>
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<tr>
<td>2008</td>
<td>Susan Drinnen Kehl</td>
<td>'84</td>
</tr>
<tr>
<td>2009</td>
<td>Arlene Morris</td>
<td>'78</td>
</tr>
<tr>
<td>2010</td>
<td>Grace Farrar</td>
<td></td>
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<tr>
<td>2011</td>
<td>Jennifer Latham-Huntley</td>
<td>'98</td>
</tr>
<tr>
<td>2012</td>
<td>Kyle Vath</td>
<td>'05</td>
</tr>
<tr>
<td>2013</td>
<td>LaDonna Johnston</td>
<td>'89</td>
</tr>
<tr>
<td>2014</td>
<td>Jerry Myhan</td>
<td></td>
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<tr>
<td>2015</td>
<td>Connie Farrar Horton</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>Sheila Sullivan</td>
<td></td>
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<tr>
<td>2017</td>
<td>Lynn McCarty</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>Rhonda Finnie</td>
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## Faculty Award Recipients

### University Distinguished Teacher Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>1990</td>
<td>Cathleen Shultz</td>
</tr>
<tr>
<td>1992</td>
<td>Louise Suit</td>
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<tr>
<td>1995</td>
<td>Cathleen Shultz</td>
</tr>
<tr>
<td>2002</td>
<td>Jerry Myhan</td>
</tr>
<tr>
<td>2007</td>
<td>Janice Bingham</td>
</tr>
<tr>
<td>2008</td>
<td>Da'Lynn Clayton</td>
</tr>
<tr>
<td>2009</td>
<td>Karen Kelley</td>
</tr>
<tr>
<td>2010</td>
<td>Johnnetta Kelly</td>
</tr>
<tr>
<td>2011</td>
<td>Jerry Myhan</td>
</tr>
<tr>
<td>2013</td>
<td>Cheryl Lee</td>
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</tbody>
</table>

### Emeritus Faculty

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>Nancy Leslie O’Brien</td>
</tr>
<tr>
<td>2002</td>
<td>Dr. Helen Lambert</td>
</tr>
<tr>
<td>2015</td>
<td>Dr. Cathleen Shultz</td>
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</table>

### Honorary Nurses

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>1989</td>
<td>Martha Ruth Simmons</td>
</tr>
<tr>
<td>1993</td>
<td>Dr. Ruth Cole</td>
</tr>
<tr>
<td>1994</td>
<td>Alvin Hobby and Georgia Hobby</td>
</tr>
<tr>
<td>1997</td>
<td>Dr. John Simmons</td>
</tr>
<tr>
<td>2000</td>
<td>Mr. and Mrs. Jim Bill McInteer</td>
</tr>
<tr>
<td>2001</td>
<td>Dr. Neale Pryor</td>
</tr>
<tr>
<td>2002</td>
<td>Don and Lois Shores</td>
</tr>
<tr>
<td>2006</td>
<td>Ashley and Eleanor Thompson</td>
</tr>
<tr>
<td>2012</td>
<td>Dr. Clifton L. Ganus, Jr. and Louise Ganus</td>
</tr>
</tbody>
</table>